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ABSTRACT

Summarizing the analyses of testimonies presented before the Minnesota Subcommittee on Indian Education by both Indians and nonIndians concerned and/or involved with national, state, or local Indian education, this report focuses on findings at the statewide and individual site levels (Minneapolis, St. Paul, Red Wing, Cass Lake, Duluth, White Earth, and Red Lake). Additionally, this document presents: methods employed in analysis; detailed recommendations; limitations; and appendices (comprised of definitions, the content analysis code structure, table of contents--written testimonies, frequencies of responses per major categories by item names, total priorities per hearing site by major categories, priorities per major categories as indicated by total number of responses, and summary of data by races for each site). Supporting documents of graphs, charts, tables, etc. are presented both within the main text and the appendices. Specific recommendations are generalized into the following three areas: to improve existing Indian education programs; to better facilitate local, state, tribal, and Federal educational legislation and administration; and to fulfill Indian rights and equal educational opportunities guaranteed by treaty and civil rights that are sometimes unfulfilled due to conflicts with the states' roles and responsibilities per Indian self-determination, or desegregation, or the unmet special needs of Indian children. (JC)

THE MINNESOTA STATE BOARD OF EDUCATION
SUBCOMMITTEE ON INDIAN EDUCATION

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

NOVEMBER, 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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MINNESOTA INDIAN EDUCATION HEARINGS REPORT

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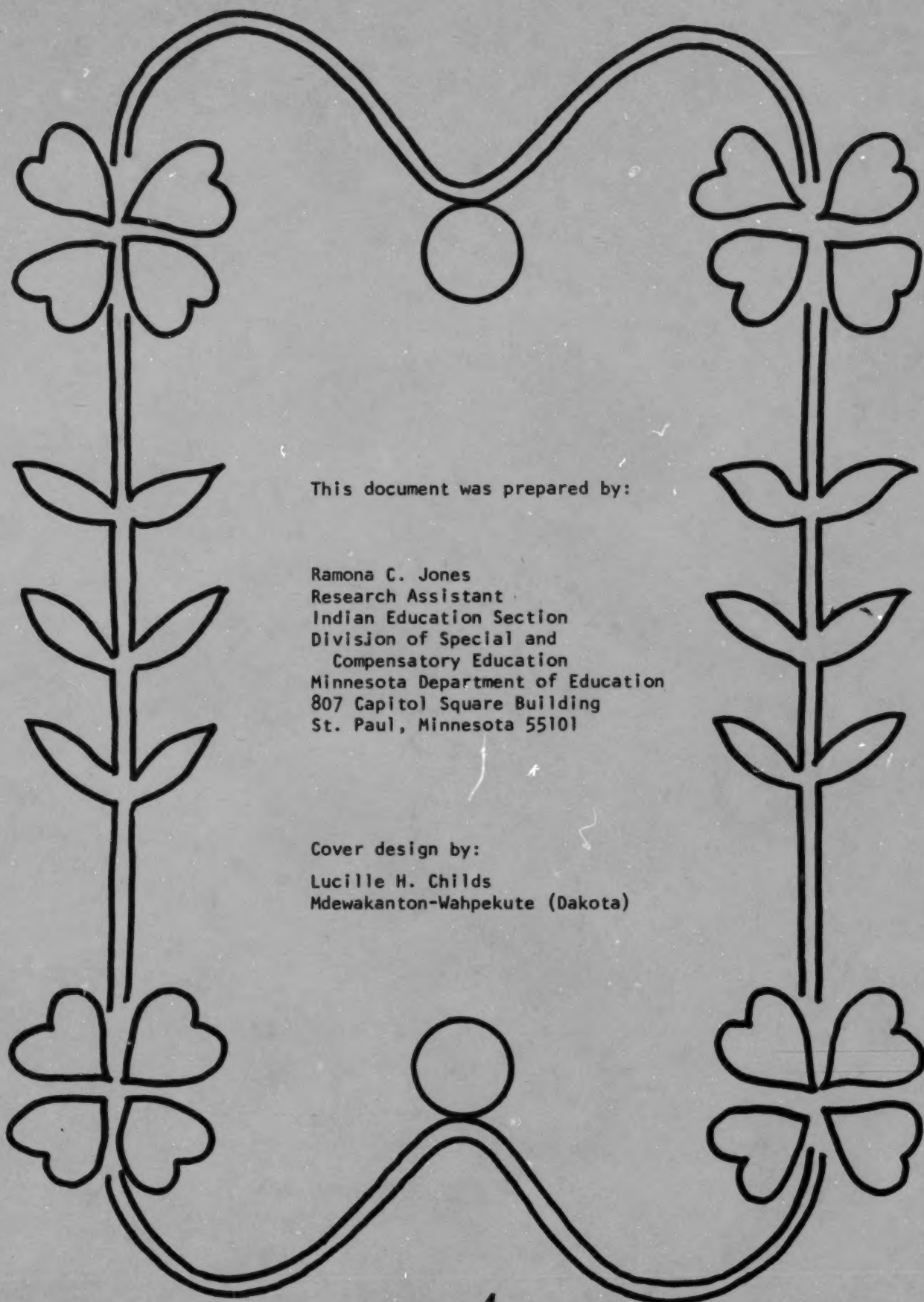
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Preface

The Minnesota Indian Education Hearings report is the result of the Minnesota State Board of Education and its Subcommittee on Indian Education's efforts to address Indian education in Minnesota with more clearly defined state's roles and responsibilities. However, the State Board and the Subcommittee's concern about Indian education either from a state or local perspective came from Indian education situations, which were almost always in a crisis, brought before the State Board for recommendations or actions. Frequently the crisis in Indian education dealt with the "effects of desegregation" and/or the "unmet special needs of Indian children" that public schools were unable or unwilling to fulfill. Thus the intent of the Statewide Indian education hearings was for the State Board of Education to hear directly from Indian persons what is or is not happening with Indian education in their communities.

By State Board resolution and in cooperation with the Indian Education Section and the various Minnesota Indian communities, the Minnesota Indian Education hearings were organized for February-March, 1976, at seven sites. Indian and non-Indian persons concerned and/ or involved with national, state or local Indian education, i.e. students, parents, parent committee members, local Indian education staff (either Title IV or Johnson-O'Malley

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funded educational programs), tribal education employees, tribal leaders, school personnel, advocates, national Indian education organizational representatives and others were invited to testify before the Subcommittee on Indian Education per their concerns about Indian education. The testimonies became a matter of record through court-reported transcripts which were obtained to insure that Indian people's educational concerns would be accurate and without interpretation.

This report will summarize the analyses of the testimonies presented to the State Board through the discussion of the major issues, problems, and concerns which will focus on two perspectives, statewide and within a hearing site. Specific recommendations can be generalized into three major areas:

1. to improve existing Indian education programs
2. to better facilitate local, state, tribal and federal educational legislation and administration
3. to fulfill Indian rights and equal educational opportunities guaranteed by treaty and civil rights that are sometimes unfulfilled due to conflicts with the state's roles and responsibilities per Indian self-determination, or desegregation, or the unmet special needs of Indian children.

Supporting documents of graphs, charts, tables, etc. are within the main part of the report or can be found in the appendices section.

The "hearings process" used by the Minnesota State Board of Education has also been used by other Indian education studies.

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For example, the Navajo Tribe's Indian education study is from the tribal perspective and the Indian Education Task Force of the American Indian Policy and Review Commission is a Congressional Indian Affairs study of national Indian education. Minnesota's Indian education study is a state agency's effort to address Indian education concerns in the State of Minnesota.

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Methodology

The responsibility of the Minnesota Indian Education hearings analysis and report was that of the Indian Education Section. Therefore, coordinating and planning the alternatives for accomplishing the analysis was to be the function of the Indian Education Section staff. Alternative plans for the hearings analysis would involve the use of either "in-house" resources, or the exclusive use of "outside consultant" expertise, or the combination of "in-house" or "outside consultant" resources. Delineation of time, personnel and budget costs were the prime deciding factors per the plan that would enable the Indian Education Section to make a final report to the Minnesota State Board of Education about the Minnesota Indian Education hearings findings by October or November, 1976.

The tentative deadline for the hearings report eliminated the "outside consultant" plan since it was costly in both time and budget. It would take the consultant from 6-9 months to do the analysis, according to the consultants contacted. These consultants who had expertise with other Indian education hearings would not be available until August, 1976. Their fees for such services would cost approximately \$5,000 - \$10,000. Another alternative should be planned that would minimize the cost and time factors in order to meet the deadline.

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According to the "in-house" plan, the time and personnel factors would have to be delineated to accomplish the analysis and report by the tentative deadline. At first, the "in-house" plan was to divide the transcripts between the regional offices and their staff, with intensive inservice and coordination to insure consistency. Personnel summer leave schedules interfered with this possibility. The Indian Section's staff travel budget would be strained if intensive inservice were necessary. This alternative for accomplishing the analysis was difficult per coordination, travel costs and consistency.

Therefore, the alternative plan was to centralize the hearings analysis with one staff person who would be responsible for coordinating the analysis and the personnel to make a final report of the Minnesota Indian education hearings by October-November, 1976. After the analysis plan was selected, it became necessary to design methods for analyzing the almost 2,000 pages of transcripts. In order to analyze the transcripts, staff would have to read the transcripts for key words or phrases and determine potential areas of concern that could be itemized, sub-categorized and put into major categories, limiting the major categories to a maximum of 10-12 categories.

Thus, the first step of the analysis was to read through each hearing site's transcript to isolate key words and phrases which indicate the testifiers' complaints, concerns, recommendations, etc. Seven hearing sites' transcripts is too voluminous to

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analyze and structure a master content analysis code. One hearing site's transcript was selected as the "sample" site for the development of a master content analysis code structure with item names, sub-categories and major categories.

It became apparent from the readings that there was a consistency problem. Some of the testimonies were too general; consequently, the types of responses found in the testimonies would only be an "example of" the educational concern rather than a statement of opinion about how the educational concern or problem existed within this testifier's Indian education situation at the time of the hearing. Analyzing the transcripts and coding the testimonies is time-consuming and demands the full-time efforts of more than one person.

It became apparent that the analysis process would require additional personnel and the assistance of data processing. Additional personnel would be required to assist in the analysis to work full-time 5 days per week from June through August, 1976, due to the Indian Education Section's summer leave schedule conflicts and the time deadline for completion of the report. However, the summer leave schedule conflict did not mean that Indian Education Section staff would not be assisting in the analysis; it minimized their full-time efforts. The assistance of data processing was developed through the cooperation of the Education Data Section.

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Data processing assistance was coordinated with one person in the Education Data Section. This section assisted the Indian Education Section with the finalizing of the code structure for content analyses, preparing the cards with the coded content per testifier for the key punch, and the programming of the computer to analyze the data. Without the use of the computer the hearings report would not have been completed by the deadline; however, the use of the computer is not without its problems or difficulties.

The "Limitations" of the hearings process will be discussed in a section titled such and in another section titled "Recommendations For Further Study." The section "Methodology" will limit its discussion to the analysis and the description of various aspects of the processes used to prepare the content of the testimonies for summary data, i.e. comparisons, charts, graphs, tables, cross-references, etc. The tables which refer to a specific part of the analysis will be placed in a section in the appendices and index-tabulated by table name for easy reference. Therefore, the summary description of the methodology procedures which follows will delineate the code structure by hearing site, testifier, race, occupation, type of testimony, major and sub-category, item name and types of responses.

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For the purposes of summarizing the analysis process, the master code structure will be discussed. Finalizing the master code structure resulted in assigning each part of the code a number which could be placed on the key punch sheets for each testifier, etc. Each hearing site was code-numbered 01 - 07. They are:

- 01 - Minneapolis
- 02 - St. Paul
- 03 - Red Wing
- 04 - Cass Lake (Onegum)
- 05 - Duluth
- 06 - White Earth
- 07 - Red Lake

Testifiers were given code numbers 0001-0154 (these gave oral and/or written testimony). Those testifiers who submitted written testimony only were coded 0200-0279. The testifiers were given additional identifying code numbers categorizing them by race, sex, occupation and type of testimony.

Code numbers for race, sex, occupation and type of testimony are discussed in this paragraph. The code numbers for race are: Indian - 01000, and non-Indian - 02000. At the time of the analysis, sex was not given a code number, just a letter - M or F. Occupational code numbers were assigned to 17 types of personnel.

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They are:

- 03000 - School Personnel
- 03100 - Administrator
- 03200 - Professional Staff
- 03300 - Non-professional Staff
- 03400 - Local Indian Education Staff
- 03500 - Alternative Education Staff
- 04000 - Parent/Committee
- 05000 - Student
- 06000 - Advocate
- 07000 - Tribal Constituency
- 07100 - Tribal Leader
- 07200 - Tribal Employee
- 07300 - Education Employee
- 08000 - Indian Education Employee
- 08100 - Federal Indian Education Employee
- 08200 - State Indian Education Employee
- 08300 - National Indian Organization Employee

Another identifying code number given to each testifier stipulated the type of testimony given. There are three possible types of testimony: oral only (09000), oral and written (09100), and written only (09200). In addition to the code numbers for race, occupation, sex, and type of testimony, code numbers were assigned to State Board of Education members, the Subcommittee on Indian Education, the Department of Education Staff, and Division or Section staff persons.

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The following code numbers identified the State Board, its Subcommittee and Department of Education staff. State Board of Education code numbers ranged from 0500 to 0508. The four members of the Subcommittee on Indian Education were identified with the code number 09300. Department of Education staff persons were given 0600 numbers and were further identified by a code number signifying Division or Section staff. The Division number is 09400; the Section number is 09500. Another code number system was assigned to the content analysis.

The master content analysis code numbers were assigned to each item; these ranged from 11 - 255. For specific information per item names and numbers, refer to the table titled "Master Content Analysis Code Structure" found on page 175. Another portion of the content code structure was per major and sub-categories.

Major and sub-categories are groupings of item numbers; they were not assigned special code numbers. The chart which follows illustrates the series of code numbers per major and sub-category:

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MAJOR CATEGORY	SUB-CATEGORY	ITEM NO.
I. Legislation (11-26)	A. Federal B. State C. Tribal	11-16 17-24 25-26
II. Administration (27-49)	A. Federal/Regional B. State C. Tribal D. Urban E. National Indian Education Agencies, Organizations F. Local	27-31 32-35 36-39 40-45 46 47-49
III. Research (50-109)	A. Indian School Personnel B. Indian Student C. Indian School Participation Factors D. Non-Educational Factors E. Achievement Data F. Student Supporting Services	50-53 54-58 59-66 67-83 84-85 86-109
IV. Finances (110-144)	A. Federal B. State C. Local D. Private E. Tribal	110-119 120-129 130-132 133-137 138-144
V. Communications (145-165)	A. School/Community B. Indian Community vs. Policy Making Bodies	145-156 157-165
VI. Training (166-174)		166-174
VII. Curriculum (175-197)	A. Evaluation B. Indian Materials... C. Certification D. Total Priorities	175-178 179-188 189 190-197
VIII. Bilingual/ Bicultural (198-202)		198-202

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MAJOR CATEGORY	SUB-CATEGORY	ITEM NO.
IX. Post Secondary (203-236)	A. Community Education B. Vocation Education C. Higher Education D. Finances	203-216 217-223 224-230 231-236
X. Rights/ Responsibilities (237-255)	A. Indian Dual Citizenship Rights B. Discrimination Factors C. Desegregation	237-243 244-247 248-255

Charts, graphs, and tables for comparisons or cross-references of the Indian education testimonies' content were made possible by formulating a basis of consistency via the master content analysis code structure and the key code structure by hearing site and testifier's categories. Therefore all testifiers' testimonies could be isolated into key words, or phrases, or statements to indicate the type of response and statement of opinion about how the Indian educational situations exist. Types of responses were coded 0-5, which are as follows:

- 0) EXISTS, Example of
- 1) EXISTS, Needs Improvement
- 2) EXISTS, Dysfunctional; eliminate
- 3) NONE EXISTS, Initiate
- 4) EXISTS, Good, continue to support
- 5) MORE THAN ONE RESPONSE*

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*Due to the number limitations by digits and "time" pressures, it was easier to code with a one-digit number the types of responses per item. It was decided the "5" would include:

- (a) more than one response per type of response (0-5) and
- (b) more than one type of response (combination of types of responses, i.e. 0,1 - 4,0 etc.).

Although the code system for content analysis causes a "formal" look, the methodology involved in the hearings analysis processes was not "rigid," simply because it would have been inappropriate. The hearings were conducted on an "informal" basis to provide an opportunity for Indian people from various Indian communities to state how Indian education exists, or does not exist, in their local situations or on a statewide or national basis. Therefore, an "informal" but systematic analysis was appropriate. It is important that the readers recognize that the report of the findings is for the purpose of enabling the State Board of Education and its Subcommittee on Indian Education to take appropriate State Board action and make recommendations to the State legislature for legislative actions per Minnesota Indian Education.

Thus, the report is a summary of the analysis findings and not a detailed description of the entire analysis. The intent of the report is to discuss the analysis from two perspectives, state-

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wide and within each hearing site. The intent of the hearings parallels the intent of the report which is, as previously stated, to enable the State Board of Education to take whatever actions per Indian education are necessary and reasonable.

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Statewide Summary of Analysis Findings

This section of the Minnesota Indian Education hearings will discuss the findings on a statewide basis. A description of the statewide hearings by site is included to illustrate the range of Indian communities and educational constituencies who were present at the hearings and the racial/occupational distribution of the testifiers. Discussion of the major issues, problems and concerns is further delineated by prioritizing the classifications of major and sub-categories.

Types of Indian communities represented at the seven hearing sites are described in the chart below:

<u>Hearing Site</u>	<u>Type(s) of Indian Communities Represented</u>	<u>Date of Hearing</u>
1. Minneapolis	urban suburban national Indian Education organization	February 2, 1976
2. St. Paul	urban	February 3, 1976
3. Red Wing	reservation (4 Sioux communities) urban	February 17, 1976
4. Cass Lake (Onegum)	reservation (MCT)	February 25, 1976
5. Duluth	urban reservation (MCT)	March 2, 1976
6. White Earth	reservation (MCT)	March 15, 1976
7. Red Lake	reservation (Red Lake)	March 16, 1976

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The discussion of the racial/occupational distribution of the testifiers appears on another table titled "Testifiers' Data by Hearing Site of Race, Sex, and Occupational Distribution" that can be found on page 20.

This table with testifiers' data discusses the distributions of race, sex, and occupation by numbers and per cent. Out of 235 testifiers, 183 or 72.8% were Indian and 52 or 22.2% were non-Indian. The distribution of the testifiers by sex was also delineated by race, i.e.: Indian males numbered 94, or 40% of the testifiers; Indian female testifiers numbered 89, or 37.9%; non-Indian male testifiers represented 33, or 14%; and non-Indian female testifiers were 19, or 8.1%. Occupational distribution of the testifiers was subdivided under school personnel as administrators, professional staff, non-professional staff, local Indian education staff, and alternative education staff which were specified as Indian or non-Indian and/or public or non-public. Other occupational distributions included parents, parent committee members, students, advocates, tribal leaders, tribal employees, tribal education employees, federal Indian education employees, state Indian education employees, and national Indian education organizational employees.

Since the occupational distribution categories are too numerous to discuss individually in this section of the report, please

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refer to the table of testifiers' data for more specific information. However, the Indian distribution of some of the school personnel occupations will be significant to discuss. Out of 38 administrators who testified at the hearings 9, or 23.5%, were Indian. Of the 9 professional staff who testified 3, or 33.4%, were Indian. Indian testifiers who stated that they were non-professional school staff numbered 5, or 83.3%, out of a total of 6 non-professional staff persons. There was a strong representation of local Indian education staff at the hearings; these numbered 21, or 100% Indian. Of the alternative education staff present at the hearings 14, or 93.3%, were Indians from the non-public educational constituency, out of a total of 15. Although the percentile distribution of school personnel indicates strong Indian representation, the testimonies indicate that there is a tremendous lack of Indian public school personnel in the areas of administration and teaching. The Indian educational needs in the areas of staff hiring and certification will be discussed later.

In this section a brief discussion of the Indian parents/parent committee members, advocates and students' distribution is significant to show how widely represented Indian people who have an involvement or participatory role in Indian education were at the

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hearings. Of the 32 Indian parents/parent committee members present at the hearings, 28 were from the public schools and 4 were from the non-public schools. Out of 25 Indian student testifiers, 21, or 84%, came from public schools and 4, or 16%, attended non-public schools. Advocates who testified at the hearings were a total of 26; non-public school advocates numbered 4, or 15.4%, and public school advocates numbered 22, or 84.6%. It is significant to note that within the public school constituency Indian parents/parent committee members, students and advocates were strongly represented at the hearings.

The tribal constituency represents a total of 24 testifiers; 10, or 41.6%, were tribal leaders, and 11, or 45.8%, were tribal education employees. Almost 10% (24) of the 235 testifiers were from the tribal constituency who are the tribal leadership for Indian education on the reservations. With the new thrust of Indian self-determination and the state's roles and responsibilities, states and tribes are examining more carefully the areas of conflict and resolutions where gaps in delivery of services exist. This coincides with the intent of the Minnesota Indian Education hearings conducted by the State Board.

Major issues, problems and concerns on a statewide perspective were discussed and classified by the analysis per major and/or

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sub-categories. The major categories are:

1. research
2. rights/responsibilities
3. finances
4. curriculum
5. administration
6. communication
7. training
8. post-secondary
9. legislation
10. bilingual/bicultural

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TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

STATEWIDE

Total No. of Testifiers	Racial Distrib.			Sex Distribution			Occupational Distribution			
	Race:	No.	%	Sex:	No.	%	Code No.	Occupational Title:	No.	%
235	Indian	183	77.8	Indian Male	94	40	03000	School Personnel		
	Non-Indian	52	22.2	Indian Female	89	38	03100	Administrators	38	100
				Non-Indian Male	33	14	03110	Indian	9	23.5
				Non-Indian Female	19	8	03120	Non-Indian	29	76.5
							03200	Professional Staff	9	100
							03210	Indian	3	33.3
							03220	Non-Indian	6	66.6
							03300	Non-Professional Staff	6	100
							03310	Indian	5	83.3
							03320	Non-Indian	1	16.7
							03400	Local Indian Education Staff	21	100
							03410	Indian	21	100
							03420	Non-Indian	0	-
							03500	Alternative Education Staff	15	100
							03510	Indian - Public	0	-
							03520	Non-Indian - Public	0	-
							03530	Indian - Non-Public	14	93.3
							03540	Non-Indian - Non-Public	1	6.7
							04000	Parent/Committee	32	100
							04100	Public	28	87.5
							04200	Non-Public	4	12.5
							05000	Student	25	100
							05100	Public	21	84
							05200	Non-Public	4	16
							06000	Advocate	26	100
							06100	Public	22	84.6
							06200	Non-Public	4	15.4
							07000	Tribal Constituency	24	100
							07100	Tribal Leader	10	41.6
							07200	Tribal Employee	3	2.6
							07300	Education Employee	11	45.8
							08000	Indian Education Employees	4	100
							08100	Federal Indian Educ. Employee	1	25
							08200	State Indian Education Employee	1	25
							08300	Nat'l Indian Educ. Organ. Employee	2	50

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These ten (10) major categories were prioritized by total number of responses on a statewide basis and per hearing site. Please refer to the graph of "Statewide Priorities By Major Categories" for detailed information; this graph is located on page 31.

Sub-categories are illustrated on the graph titled "Major and Sub-categories;" this graph is on page 32. In this phase of the section it is not necessary to discuss the sub-categories; this will be included in the discussion of the priorities. All ten priorities will be discussed as they were categorized in the analysis, i.e. major and sub-categories and by item names.

The first or top priority is "research." "Research" was used because it provided the largest number of areas and the greatest amount of flexibility for documentation on an ongoing basis, either annually or on an as-needed basis, i.e.:

1. Indian public and non-public school student and personnel counts
2. Indian student school participation factors
3. non-education factors
4. achievement data
5. student supportive services

Fifty per cent (50%) of those persons who responded that "research" was top priority indicated that the most critical areas are student supportive services and Indian school participation factors. It was emphasized at the majority of hearing sites (6 out of 7) that "research" should be done by public and non-public schools with significant Indian student populations. The lack of continuous, ongoing data re Indian education does not enable Indians and

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non-Indians involved with education to determine on a satisfactory basis how needs are being met, or unmet.

The majority of Indian persons who testified stated that student supportive services are urgent and important for both public and non-public schools serving Indian students. Student supportive services are needed in the areas of: (1) counseling programs, (2) Indian special education programs, (3) work-study programs, and (4) extra-curricular activities. New data needs to be collected, analyzed, and disseminated. Existing data needs to be revised. Indian school participation factors are extremely significant and urgent; these factors are new and old data that should be collected, analyzed and disseminated annually, or on an as-needed basis. Areas of Indian school participation are:

1. enrollment/drop-out
2. statewide Indian achievement
3. certified and non-certified Indian public and non-public school personnel
4. attendance/retention
5. detention/truancy
6. Indian student referrals by Juvenile Justice to Indian Alternative Schools
7. non-educational factors, i.e.:
 - a. juvenile justice referrals
 - b. economic stability
 - c. social services accessibility
 - d. chemical dependency and drug abuse programs
 - e. social exclusion

The second priority is "rights/responsibilities." Within "rights/responsibilities," two sub-categories comprised almost 90% of the

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responses; these sub-categories are:

1. Indian dual citizenship rights
2. discrimination factors.

A majority of Indian people indicated that guaranteed equal educational opportunities at the state and local level needs to be made a reality, rather than a myth.

A further examination of "rights/responsibilities" by ranking the frequencies of responses per item name from highest to lowest indicates that the majority of those persons who testified felt strongly that the rights of Indian people were unfulfilled. This can be readily seen by the following list of primary areas of concern by item name which are:

1. Indian Students' Rights to Have Special Needs Met
2. Indian Parents' Rights to Control Indian Education
3. Discriminatory Incidents: Non-Indian Staff vs Indian Students
4. Discriminatory Incidents: State Board/Administrators vs Indian Parents-Community
5. Treaty Rights: Guarantee to Educate Indian People/ Reflected in State Indian Education Policies
6. Indian Parents' Rights to Form Indian Education Committees
7. Discriminatory Incidents: Non-Indian Student vs Indian Student
8. Indian Citizenship Rights: Guarantee to Equal Education Opportunities
9. Discriminatory Incidents: Non-Indian Staff vs Indian Parents
- *10. Effects of Forced Desegregation on Overall Education of Indian Students

*The "effects of forced desegregation on overall education of Indian students" indicates the need for special state legislative action(s) re Indian alternative education.

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****11. Treaty Rights: Guarantee to Fund Indian Education/Reflected in State Appropriations to Indian Education**

**** The "treaty rights: guarantee to fund Indian education/ reflected in state appropriations to Indian education" is another primary need requiring special state legislative actions.**

Several persons testifying also strongly objected to the effects of desegregation, either voluntary or involuntary, in meeting the special needs of Indian education. There are few instances in public schools serving Indian children in Minnesota where Indian education is not jeopardized by desegregation.

"Finances" is the third priority. State financing of Indian education for both public and non-public schools as a priority comprised approximately 40% of the responses. A majority consensus indicates that state aides and other state appropriations are needed to finance public or non-public Indian alternative education. A specific recommendation per state financing of Indian education was stated by Tom Peacock (Duluth): "...state provides reimbursement for Indian education...like special ed. reimbursement."

The primary areas of concern by item name are:

1. Title IV Federal Financing of Public Indian Education
2. Tribal Financing of Public Indian Education
3. State Special Education Financing of Indian Education
4. Other State Funding Resources to Finance Indian Education
5. Johnson-O'Malley Federal Financing of Public Indian Education

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

The fourth priority is "curriculum." Approximately 80% of those of testified stated that curriculum is a primary concern for Indian education. State coordination and state financing of Indian curriculum development should be a priority in order to achieve uniformity, a continuum, and an ongoing, continuous collection, development, dissemination and evaluation of such materials for both public and non-public schools.

Within "curriculum" the primary areas of concern are as follows:

1. Indian Materials Development, Assessment, Dissemination-Public/Elementary/Secondary
2. Certification Guidelines Indian Professional/Non-Professional - Public/Non-Public
3. Indian Staff Development, Assessment, Dissemination-Non-Public/Elementary/Secondary
4. Bilingual Indian Materials Development, Assessment, Dissemination - Public/Non-Public
5. Federal Financing of Indian Curriculum Development-Public/Non-Public
6. Local Financing of Indian Curriculum Development-Public/Non-Public

Fifth priority is "administration." The majority of testifiers indicated state administration of Indian education is needed.

However, many testifiers indicated that state legislative acts/appropriations for Indian education should be relevant to specific areas such as:

1. higher education
2. alternative education
3. Indian professional/non-professional certification
4. bilingual/bicultural education

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Examination of "administration" by ranking the frequencies of responses per item name from the highest to lowest indicates the following primary areas of concern:

1. State Board of Education Administrative Policies re Indian Education
2. State Department of Education Administrative Policies/Progress re Indian Education
3. Local Educational Agencies' Administrative Policies re Indian Education
4. Local Educational Agencies/Indian Education Committees' Administrative Policies re Staff Selection
5. Local Educational Agencies' Administrative Policies re Classroom Management Procedures

"Communications" is the sixth (6) priority. Within this major category, two sub-categories comprised 100% of the responses.

They are:

1. School/Community
2. Indian Community vs Policy-making Bodies

It was emphasized throughout the testimonies that "communications" between school personnel, parents, students and Indian community leadership needed to be ongoing and not only when a crisis arose.

The following primary areas of concern by specific item names are:

1. Staff/Indian Student Public Schools Communications
2. Staff/Indian Student/Indian Parent Public School Communications
3. Public School Administrator/Indian Education Committee Communications
4. Local Board of Education/Indian Communities Communications
5. Public School Administration/Indian Communities Communications

Previously mentioned specific areas of concern illustrate the parties that should be directly involved in "communications."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

"Training" is the seventh (7) priority. This major category has no sub-categories; therefore, the distribution of 9.3% of the total number of responses is shown by the ranking of item names. These primary areas of concern are as follows:

1. Human Relations Training Programs re Indian Education
2. Indian-Developed Human Relations Training Programs
3. Staff Career Development Training Programs re Indian Education
4. Local School Board/Administration Training Programs
5. Indian Parent Education Workshops

It is significant to note that the "training" emphasis as expressed in the testimonies referred to the necessity of all educational constituencies who are directly or indirectly involved with Indian education to upgrade the gaps in the delivery of services. Thus, the following needs should be addressed by: (1) upgrading human relations programs, (2) re-orienting school boards and their administrative staffs, (3) conducting Indian parent workshops, and (4) providing staff career development programs to include Indian education. If these primary areas of concern in "training" are met, perhaps some of the gaps in the delivery of teacher/administrator/school board services to Indian children can begin a comprehensive development program to meet the "special needs" of Indian education.

The State Board of Education and the Department of Education have some post-secondary focus; however, it is minimal when compared to

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

the State's entire delivery of services. Thus, the eighth (8) priority of "post-secondary" is significant to the expressed concerns per Indian education when it represents a top priority. Within the "post-secondary" major category, the two sub-categories that comprised 58% of the responses are:

1. Community Education
2. Vocational Education

As the item names were ranked from highest to lowest in "post-secondary," the following primary areas of concern became significant:

1. Indian Adult Education Programs
2. Federal/State Financing of Post-Secondary Indian Education Projects
3. Indian Basic Education Programs
4. Indian Higher Education Recruitment Programs
5. Indian Vocational Education Student Recruitment Programs

The strong emphasis on adult education in the testimonies supports the continuation of the Indian Education Section's regional offices at Bemidji and Duluth. However, this same emphasis points out the need to expand the adult basic education services of these offices to include adult education, community education and other aspects of post-secondary education. This "post-secondary" priority is an indicator of the comprehensive development of Indian education that needs to be formally planned by all local, state, tribal and federal educational constituencies.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

The ninth (9) priority is "legislation." Frequencies of responses indicated the most critical sub-categories are state and federal. Within the state, federal and tribal sub-categories, the primary areas of concern are as follows:

1. Federal DHEW/OIE-Indian Education Act/Title IV
2. State Legislative Act/Appropriations: Indian Education
3. State Board of Education Recommendations re Indian Education Legislation
4. State Indian Professional/Non-Professional Certification
5. State Bilingual/Bicultural Education Legislation
6. Federal DHEW/OE-Other Title Programs
7. Federal Accountability
8. Federal DOI/BIA-Johnson-O'Malley/Indian Self-Determination Act
9. Federal DHEW/OBE-Bilingual Education
10. Tribal Public Indian Education Legislation

A further examination of the frequencies of responses as mentioned in the list of primary concerns indicates the need for State Board actions and recommendations for state legislative actions in the areas of state appropriations, certification, and bilingual/bicultural legislation for Indian education. Many Indian persons, public/non-public educational constituencies, and tribal/urban constituencies recognize the need to remedy or eliminate the gaps in the delivery of educational services to Indian children via state legislation and State Board actions.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

"Bilingual/Bicultural" is the tenth (10) priority. According to the frequencies of responses from highest to lowest by item name, the most critical areas of concern are:

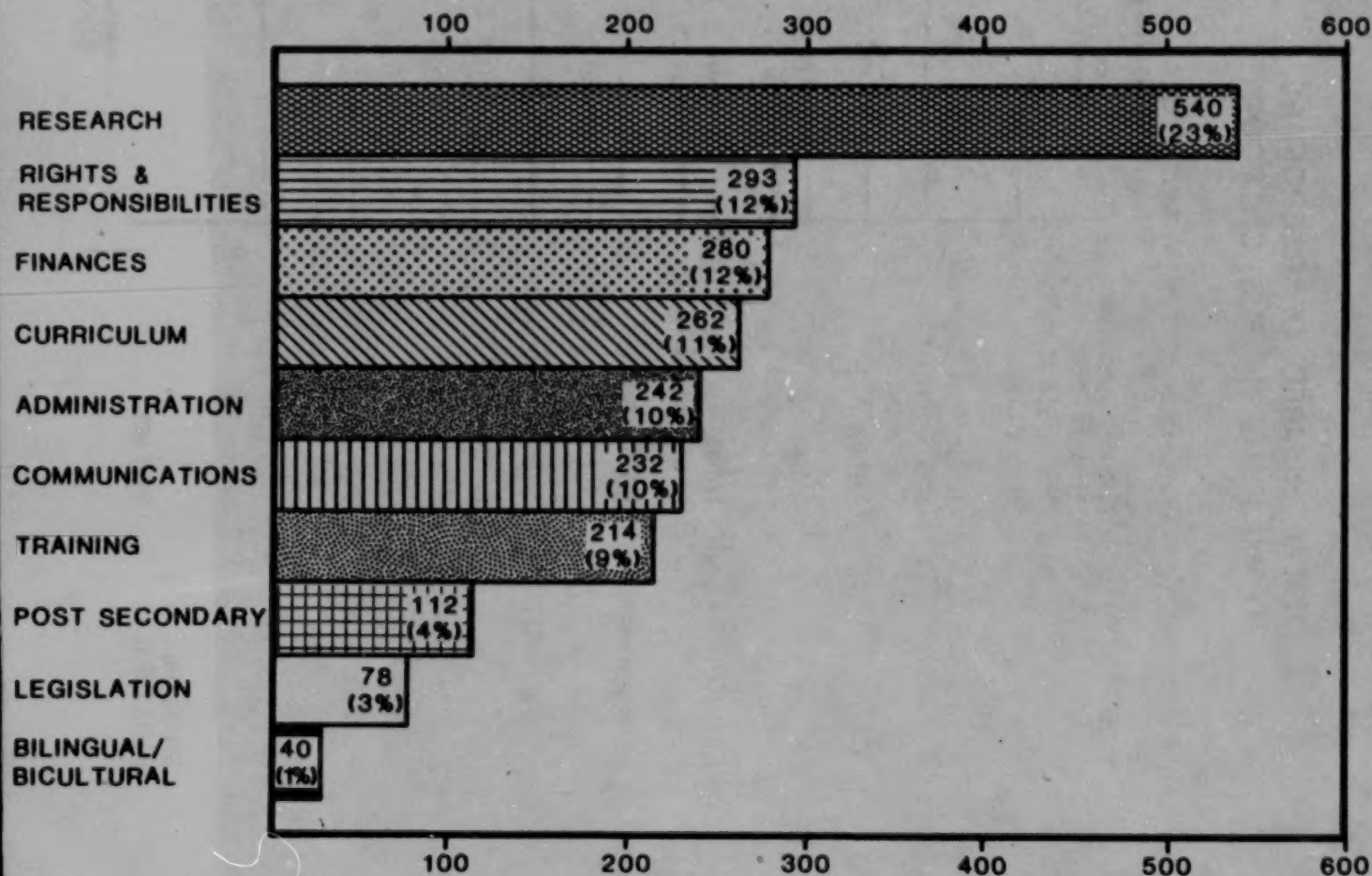
1. Statewide Indian bilingual/bicultural education programs
2. LEA bilingual/bicultural education programs
3. Urban Indian bilingual/bicultural education programs
4. Indian alternative schools' bilingual/bicultural education programs
5. Tribal bilingual/bicultural education programs

This strong indication of the need for "bilingual/bicultural" programs is important so that state legislation can finally become a reality.

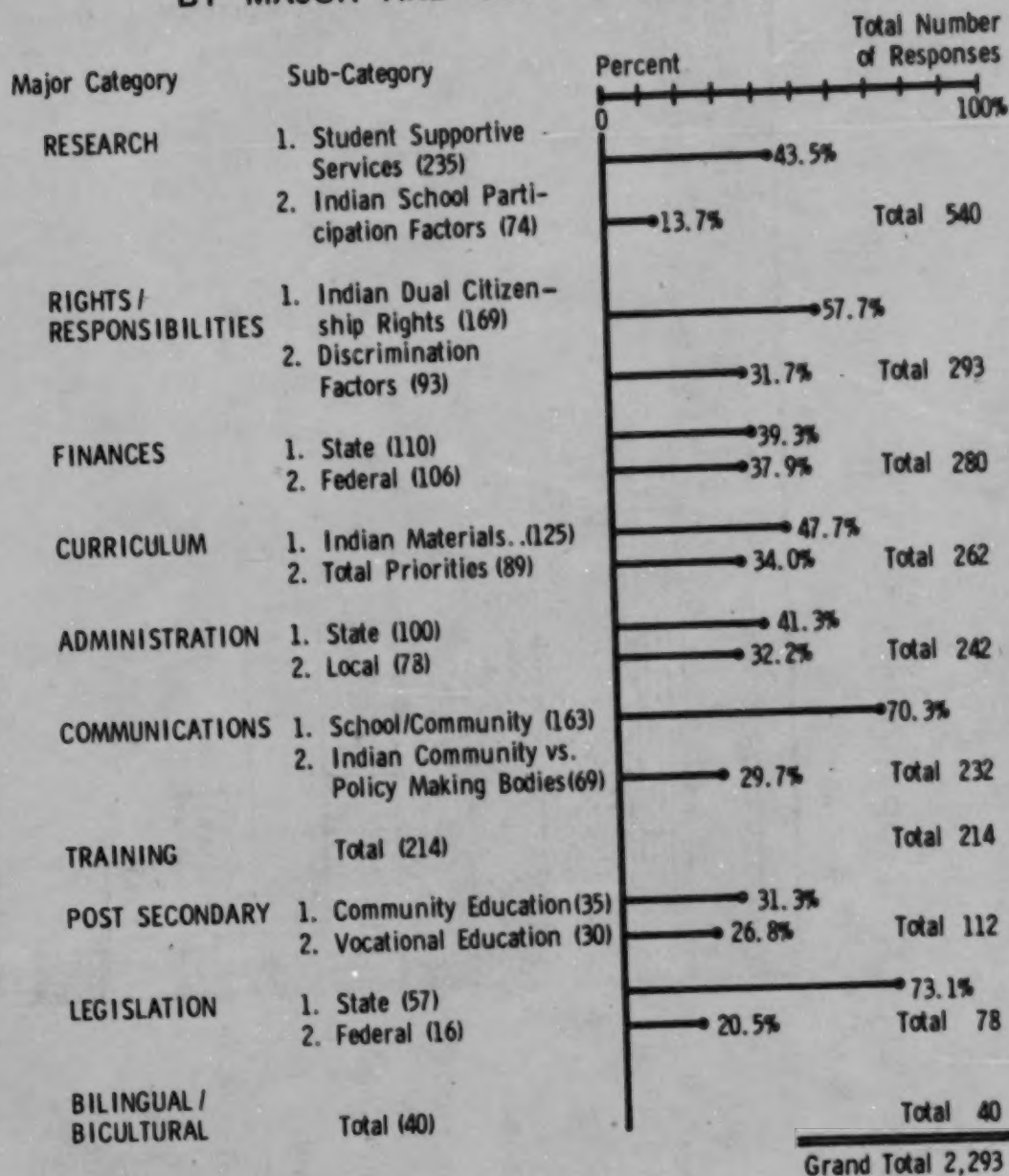
Although there is some Indian language development within the current Indian curriculum development efforts, Indian bilingual/bicultural support is needed through enabling state legislation and appropriations. It is also significant for state legislative action to rescind or revise the current state statute referring to the specific length of time that any language other than English can be taught in a school day.

"Bilingual/Bicultural" can be cross-referenced with "curriculum." Please refer to the table titled "Master Content Analysis Code Structure" in the appendices section on page 182 for specific item numbers 187 and 188 within the category "curriculum."

TOTAL NUMBER OF RESPONSES OF THE SEVEN HEARING SITES: 2,293



TOTAL NUMBER OF RESPONSES BY MAJOR AND SUB CATEGORY



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS

PRESENT AT STATE BOARD HEARINGS

#01 Minneapolis Hearing

1. Minneapolis #0015
2. Anoka #011
3. National Indian Education Association
4. Heart of the Earth Survival School

#02 St. Paul Hearing

1. St. Paul #625
2. The Red School House

#03 Red Wing Hearing

1. Red Wing #256
2. Shakopee #721
3. Granite Falls #894
4. Morton #652
5. *Rochester #535

#04 Cass Lake (Onegum) Hearing

1. Cass Lake #115
2. Deer River #317
3. Nett Lake #707
4. Onamia #480
5. Bemidji #31
6. Park Rapids #309

#05 Duluth Hearing

1. Duluth #709
2. Carlton #093
3. Cloquet #094
4. Cook (Grandman's) County #166
5. St. Louis County #710 (Orr and Brookston)
6. Tower-Soudan #708
7. *Mountain Iron #703
8. *Chisholm #695
9. Bizindun Alternative School

#06 White Earth Hearing

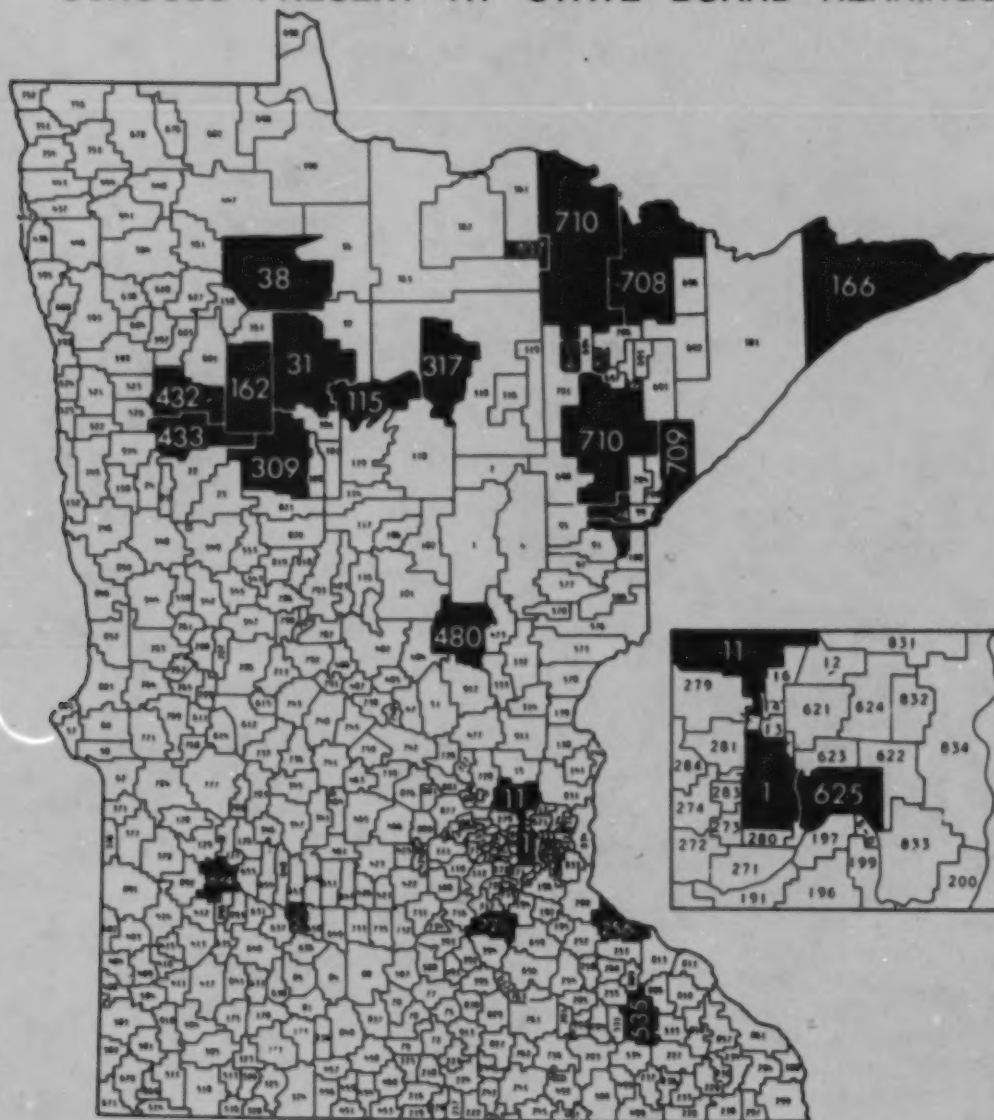
1. Bagley #162
2. Waubun #433
3. Mahnomen #432
4. Pine Point Experimental School (Indian Alternative Public School)

#07 Red Lake Hearing

1. Red Lake #038
2. Nett Lake #707

*School districts not receiving Title IV or J.O.M. Funds that participated in State Board Hearings.

**PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE
SCHOOLS PRESENT AT STATE BOARD HEARINGS**



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Hearing Site Summary of Analysis Findings

This section of the report refers to the findings by hearing site. Each hearing site will be discussed as follows: (1) types of Indian communities represented, (2) the testifiers' data by race and occupation, (3) the ten priorities by major categories, (4) specific recommendations by testifiers per major categories, and (5) types of educational constituencies represented. Discussion of the major issues, problems and concerns is examined closely by the prioritizing of the major categories and sub-categories and by direct quotations.

The types of Indian communities represented at the hearing sites ranged from urban/suburban to tribal and/or rural/non-reservation. Discussion of testifiers' data is about Indian/non-Indian, public or non-public schools and by occupation. These are more specifically delineated in the table referring to testifiers' data. Recommendations are taken from various testimonies with reference to major categories. Types of educational constituencies are shown in the table and map titled "Public School Districts and Indian Alternative Schools Present at the State Board Hearings." This same table and map are detailed per hearing site.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

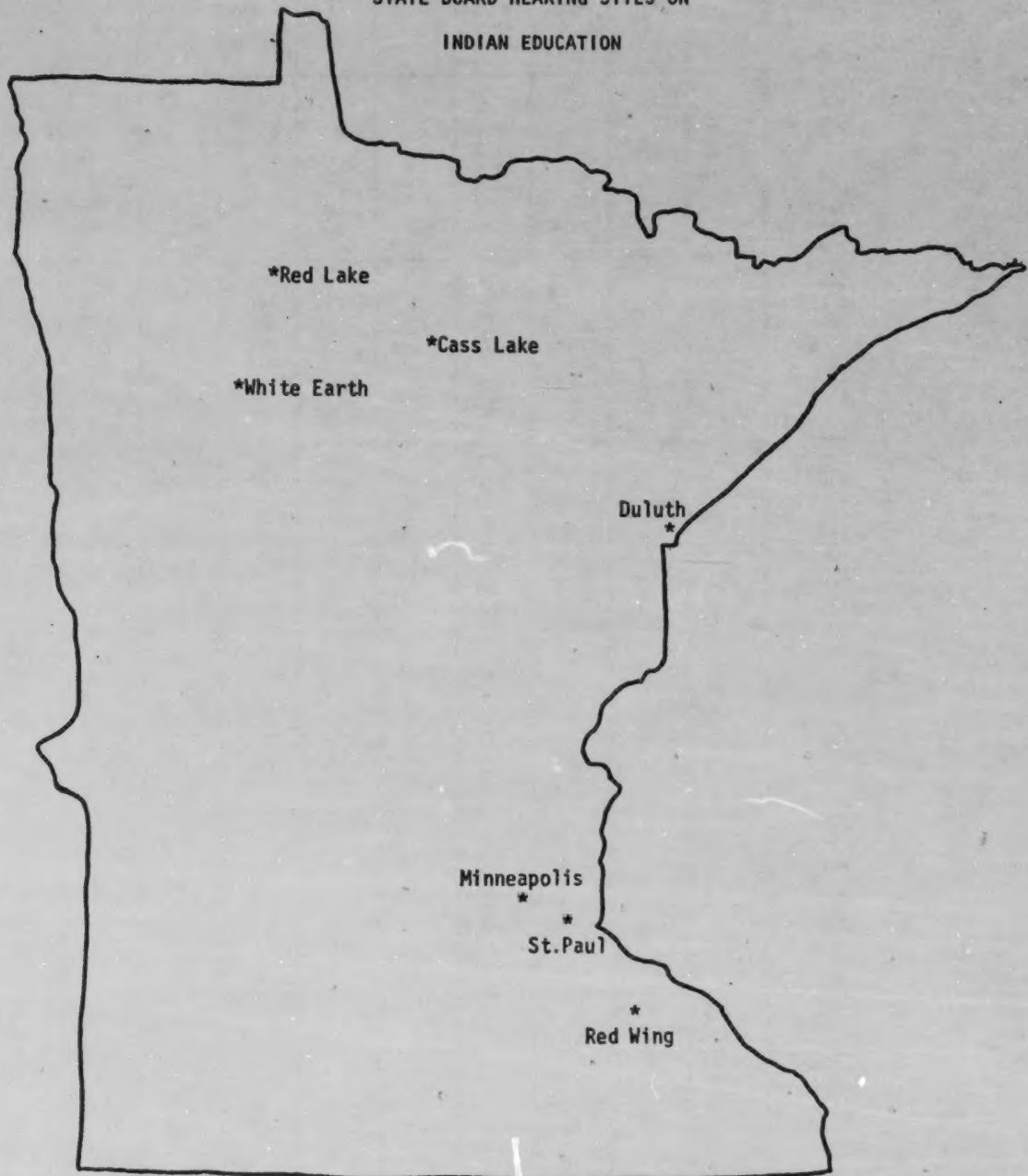
For further clarification of information relating to each hearing site, it is recommended that special reference be made directly to:

1. the official transcripts of the testimonies
2. the computer data for all the content analyses.

Both the transcripts and the computer data are by hearing site; however, some of the computer data are summarized for statewide findings. These two documentations will be available through the State Archives and/or the Indian Education Section office and/or by special request to the State Board of Education for a xeroxed copy.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

STATE BOARD HEARING SITES ON
INDIAN EDUCATION



01 Minneapolis, Minnesota
02 St. Paul, Minnesota
03 Red Wing, Minnesota

04 Cass Lake, Minnesota
05 Duluth, Minnesota
06 White Earth, Minnesota

07 Red Lake, Minnesota

TOTAL PRIORITIES PER HEARING SITE BY MAJOR CATEGORIES

	01 MINNEAPOLIS	02 ST. PAUL	03 RED WING	04 CASS LAKE	05 DULUTH	06 WHITE EARTH	07 RED LAKE
1	Research	Research	Research	Research	Research	Research	Administration
2	Curriculum Rights/ Responsibilities	Rights/ Responsibilities	Finances	Rights/ Responsibilities	Finances	Communications	Communications
3	Training	Administration	Communications	Communications	Administration	Rights/ Responsibilities	Rights/ Responsibilities
4	Finances	Training	Post Secondary	Curriculum	Curriculum	Administration	Research Finances
5	Administration	Communications	Curriculum	Training	Rights/ Responsibilities	Finances	Curriculum
6	Communications	Finances	Rights/ Responsibilities	Finances	Post Secondary	Training Curriculum	Legislation
7	Legislation	Curriculum	Training	Post Secondary	Training	Post Secondary	Training
8	Bilingual/ Bicultural	Post Secondary	Bilingual/ Bicultural	Administration	Communications	Legislation	Post Secondary
9	Post Secondary	Legislation	Administration	Bilingual/ Bicultural	Legislation	Bilingual/ Bicultural	Bilingual/ Bicultural
10	_____	Bilingual/ Bicultural	Legislation	Legislation	Bilingual/ Bicultural	_____	_____

PERCENT & NUMBER OF TESTIFIERS BY RACE PER HEARING SITE

Hearing Site	Indian	Non-Indian
01- MINNEAPOLIS	82.8% (24)	17.2% (5)
02- ST. PAUL	77.8% (7)	22.2% (2)
03- RED WING	58.6% (17)	41.4% (12)
04- CASS LAKE (ONEGUM)	82.1% (23)	17.9% (5)
05- DULUTH	84.3% (86)	15.7% (16)
06- WHITE EARTH	82.6% (19)	17.4% (4)
07- RED LAKE	76.9% (10)	23.1% (3)
Totals by Race....	79.8% (186)	20.2% (47)
Total All Races.....	(233)	

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Hearing Site Summary of Findings

MINNEAPOLIS

Minneapolis hearing site was the first hearing held per Indian Education by the Minnesota State Board of Education. This hearing site represented three types of Indian communities:

1. urban
2. suburban
3. national Indian education constituencies.

Data about the testifiers, the major priorities of this hearing site by major category, the recommendations, and the public school districts present at the hearing will be discussed in this section. Major issues, problems and concerns for local Indian education at the Minneapolis hearing site are examined by prioritizing the major categories and illustrated by the direct quotations. Delineation of the testifiers' data is contained in the following paragraph.

The persons who testified at the hearing site were categorized into three main areas: racial distribution, sex distribution, and occupational distribution. Occupational distribution is further subdivided into the following areas: school personnel, administrators, professional staff, non-professional staff, local Indian Education staff, and alternative education staff. Within each of those categories, it was indicated whether the staff was Indian or non-Indian. The other subdivision was parent committee, student, advocate, tribal constituency, and

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Indian education employees. For the subdivision within those categories, please refer to the chart on the following page: "Testifiers' Data by Hearing Site of Race, Sex and Occupational Distribution."

At this hearing site there were 29 testifiers. Of the 29 testifiers, 24 were Indian and 5 were non-Indian. According to the chart of testifiers' data, Indians represented 3 out of 4 administrators, 1 out of 4 professional staff, 1 out of 2 non-professional staff, 6 out of 6 non-public alternative staff, 3 out of 3 parents and parent committee members, 2 out of 3 public school students, 1 out of 3 non-public school students, 4 out of 6 public school advocates, and 2 National Indian Education Association employees. Please refer to the chart on the following page for details.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

HEARING SITE: Minneapolis - (01)

Total No. of Testifiers	Racial Distrib.		Sex Distribution			Occupational Distribution				
	Race:	No.	%	Sex:	No.	%	Code No.	Occupational Title:	No.	%
29	Indian	24	82.7	Indian Male	14	48.2	03000	School Personnel		
	Non-Indian	5	17.3	Indian Female	10	34.4	03100	Administrators	4	100
				Non-Indian Male	3	10.3	03110	Indian	3	75
				Non-Indian Female	2	7.1	03120	Non-Indian	1	25
							03200	Professional Staff	1	100
							03210	Indian	1	100
							03220	Non-Indian	0	-
							03300	Non-Professional Staff	2	100
							03310	Indian	1	50
							03320	Non-Indian	1	50
							03400	Local Indian Education Staff	1	100
							03410	Indian	1	100
							03420	Non-Indian	0	-
							03500	Alternative Education Staff	6	100
							03510	Indian - Public	0	-
							03520	Non-Indian - Public	0	-
							03530	Indian - Non-Public	6	100
							03540	Non-Indian - Non-Public	0	-
							04000	Parent/Committee	3	100
							04100	Public	3	100
							04200	Non-Public	0	-
							05000	Student	3	100
							05100	Public	2	67
							05200	Non-Public	1	33
							06000	Advocate	6	100
							06100	Public	4	66.6
							06200	Non-Public	2	33.4
							07000	Tribal Constituency	0	-
							07100	Tribal Leader	0	-
							07200	Tribal Employee	0	-
							07300	Education Employee	0	-
							08000	Indian Education Employees	3	100
							08100	Federal Indian Educ. Employee	0	-
							08200	State Indian Education Employee	1	33
							08300	Nat'l Indian Educ. Organ. Employee	2	67

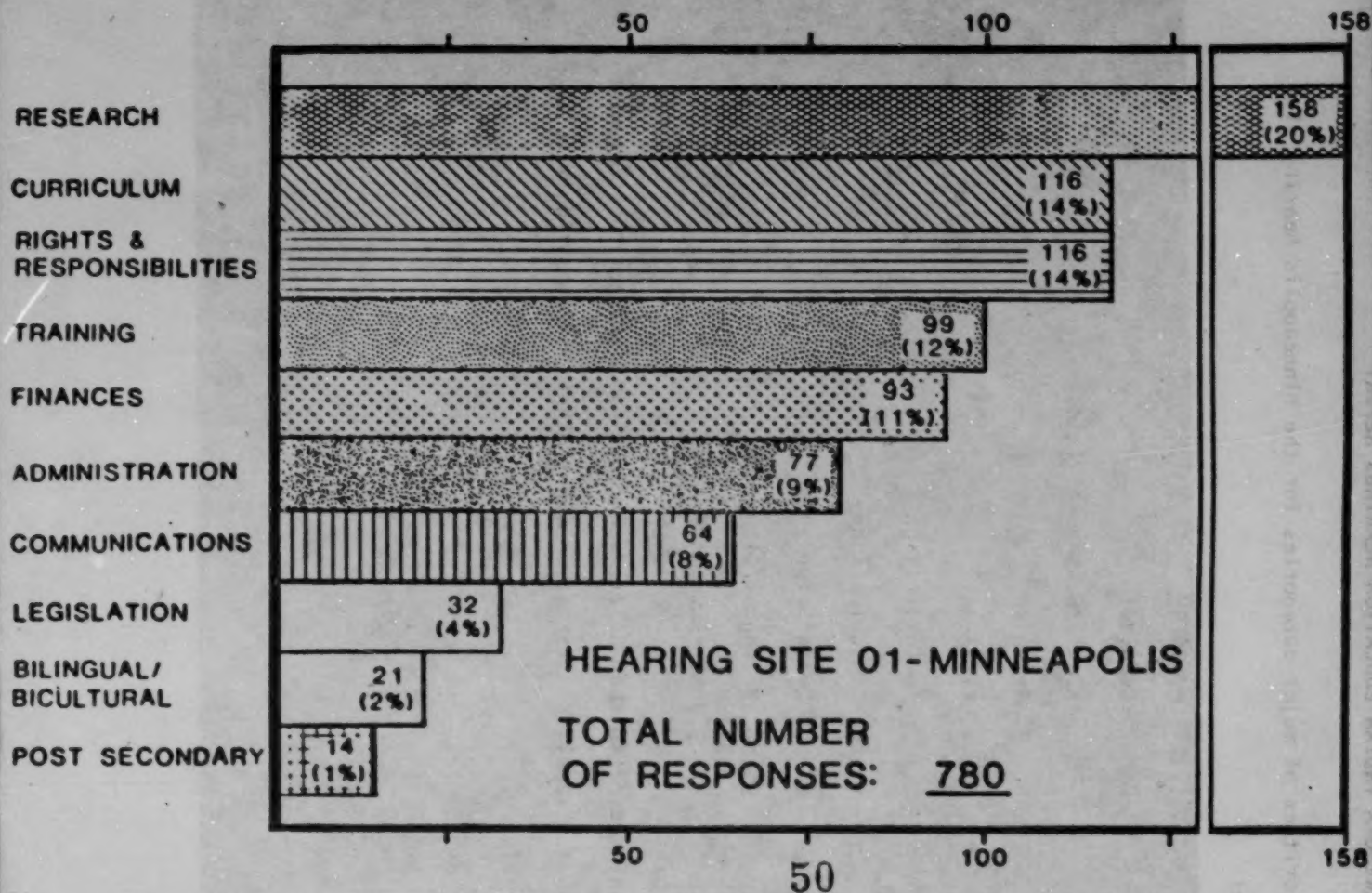
MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Priorities of major categories for the Minneapolis hearing site are:

1. Research
2. { Curriculum
Rights/Responsibilities
3. Training
4. Finances
5. Administration
6. Communications
7. Legislation
8. Bilingual/Bicultural
9. Post-secondary

Please refer to the "Relative Priorities" graph on the following page for specific information about Minneapolis hearing site's priorities.

RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Selected testimonies illustrate more clearly how various testifiers indicated their Indian educational concerns. Quotations from the testimonies are by major category, with the testifier's name, code number and the page number where the testimonies appear in the transcripts. This is for quick reference to the documentary sources. As previously mentioned, the transcripts will be located in the Indian Education offices in St. Paul, Duluth and Bemidji, in the State Archives, and from the State Board of Education, if anyone who reads this report would like to see the transcripts or computer data.

The following quotations are shown by priorities from one(1) to ten (10) per major category:

RESEARCH

01 Avis Poupart 0017 p. 137	"I am wondering how do Indian students get special help...who is knowledgeable enough in the public schools to know what Indian kids that are to be in the special classes?"
--------------------------------------	--

CURRICULUM/CERTIFICATION

01 Charles Robertson 0004 p. 59	"Curriculum materials are developed for future use by classroom teachers..."
--	--

RIGHTS/RESPONSIBILITIES

01 Loretta Ellis 0012 p. 104	"...library information services as an integral part of education have a right to be recognized as a treaty right of the American Indian."
---------------------------------------	--

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TRAINING

01
Joletta Birdbear
0008
p. 92

"Native Americans...taught by teachers untrained, unprepared and sometimes unwilling to meet their needs..."

FINANCES

01
Donald Bevis
0001
p. 10

"Title IV...signaled...federal government's recognition that Native American students do have special needs which cost more to meet..."

ADMINISTRATION

01
Jay Kannestega
0003
p. 40

"...administrative policies...multiply the problems that Native American children experience in public schools."

COMMUNICATION

01
Clyde Bellecourt
0019
p. 156

"...get the parents totally involved in our school."

LEGISLATION

01
Loretta Ellis
0012
p. 109

"...responsibilities of state libraries to provide directions...library service to Indians."

BILINGUAL/BICULTURAL

01
Duane Dunkley
0002
p. 120

"...Indian students...need and can benefit from bilingual programs specifically designed for such children. This would partially fulfill the demonstration of sensitivity for the cultural needs of Native American youth in classrooms."

POST-SECONDARY

01
Joletta Birdbear
0008
p. 93

"...2/3 of adults have not advanced beyond elementary school, 1/4 of Indian adults are functionally illiterate."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

The direct quotes on the following page from the various testimonies of the Minneapolis hearing site indicate areas of Indian Education in which the State Board of Education can make recommendations for State Department of Education actions or State legislative actions. These recommendations can be summarized as:

1. human relations and other staff development programs for all school personnel
2. bilingual/bicultural legislation
3. clarification of desegregation and Indian education
4. state and local financing of Indian education.

All of these stress upgrading of the delivery of educational services to all parties involved in Indian education, especially Indian children.

Please refer to the following page of "Recommendations" for the testifier's name and statement and the page number on which they appear in the transcripts. Further references to public school districts present at the Minneapolis hearing site are also on the following pages.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MINNEAPOLIS-(01)

RECOMMENDATIONS

0002

Duane Dunkley

p.19

"The Department of Indian Education recommends that education be re-evaluated so all persons, administrators, teachers, social workers, counselors and clerks (para-professionals) be required to periodically attend workshops...for credit, which will acquaint them with the very clientele they are paid to serve."

p.21

"The Department of Indian Education recommends that the State Board of Education vigorously assist us in supporting the bilingual and expanding the bicultural legislation."

p.24

"...Department of Indian Education recommends that the State Board of Education establish the necessary framework by which further desegregation efforts will take into account the effects of establishing administrative policies, provisions...upon a unique minority - the Native American child."

0021

Ralph Ware

p.172

"...suggestion...Implement a voucher system for Indian children to take the financial responsibility away from the school districts and those financial institutions that deny Indian people an education and give it back to the individual for their preferences."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

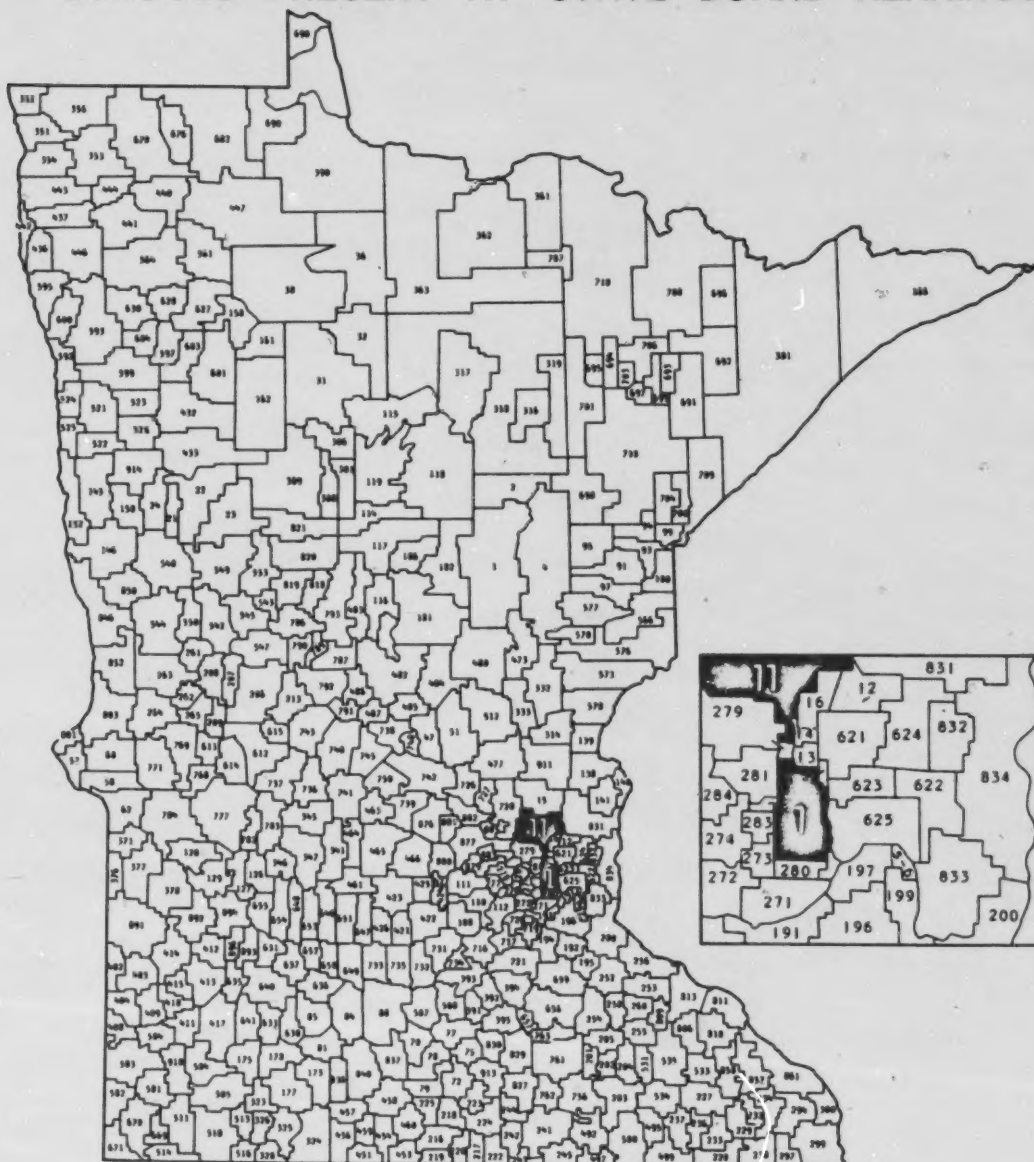
PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS
PRESENT AT THE STATE BOARD'S

01 - MINNEAPOLIS HEARING

1. Minneapolis #0015
2. Anoka #011
3. National Indian Education
Association
4. Heart of the Earth
Survival School

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE
SCHOOLS PRESENT AT STATE BOARD HEARINGS



#01 Minneapolis Hearing Site

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

ST. PAUL

The St. Paul Indian Education hearing was held on February 3, 1976, in the Administration Building of St. Paul Public Schools. This "open and public" hearing commenced about 8:00 a.m., and was scheduled to run a full day, from 6-8 hours or longer, if necessary.

The schedule of the day's activities was planned and coordinated with the aid of a coordinator. Preliminary planning meeting(s) were held with Indian Education Section staff, the coordinator, and other local Indian persons per the hearing details, i.e. place, verification of the date, schedule of testifiers, cross-section of Indian community persons, publicity, etc.

These were "open and public" hearings; therefore, any persons interested in presenting either oral and/or written testimonies about Indian educational concerns in St. Paul were invited to participate on this date and at this location. Anyone who could not make a presentation in person on this day had thirty (30) days following the hearing to send written testimony to Dr. Daniel F. Burton, Chairperson of the Subcommittee on Indian Education, Minnesota State Board of Education. Reference was made to the other hearings already held or to be held, with dates and places, if anyone would be interested in participating or listening or would like to be informed of other Indian communities' Indian education concerns.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

St. Paul was selected as a hearing site because it represents the second largest urban Indian community in Minnesota. According to the "December, 1975, Minnesota Indian Student Statistical Report" of the Minnesota State Board of Education, the Division of Special and Compensatory Education and the Indian Education Section, St. Paul Public School District #625 has a total Indian student population of 1,081 (2.7%) out of a 40,857 total student count. Since this hearing site represented only one type of Indian community, urban, the discussion about the findings will focus on urban Indian education in St. Paul.

St. Paul has two types of urban Indian education constituencies: (1) public schools and (2) non-public Indian alternative schools.

The persons who testified are identified by race, sex and occupation. Of the 9 persons who testified, 78% were Indian and 22% were non-Indian. For specific details about sex distribution, please refer to the chart on the following page. An overview of the occupational distribution of testifiers is illustrated by the significant statistics, i.e. 55% public school representatives, 45% non-public school representatives, two parents, no Indian students, and one advocate. For more details about the occupational distribution of testifiers at the St. Paul hearing site, please refer to the chart on the following page.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

HEARING SITE: St. Paul - 02

Total No. of Testifiers	Racial Distrib.			Sex Distribution			Occupational Distribution			
	Race:	No.	%	Sex:	No.	%	Code No.	Occupational Title:	No.	%
9	Indian	7	77.7	Indian Male	6	66.6	03000	School Personnel		
	Non-Indian	2	22.3	Indian Female	1	11.1	03100	Administrators	1	100
				Non-Indian Male	2	22.3	03110	Indian	0	-
				Non-Indian Female	0	-	03120	Non-Indian	1	100
							03200	Professional Staff	0	-
							03210	Indian	0	-
							03220	Non-Indian	0	-
							03300	Non-Professional Staff	0	-
							03310	Indian	0	-
							03320	Non-Indian	0	-
							03400	Local Indian Education Staff	2	100
							03410	Indian	2	100
							03420	Non-Indian	0	-
							03500	Alternative Education Staff	2	100
							03510	Indian - Public	0	-
							03520	Non-Indian - Public	0	-
							03530	Indian - Non-Public	2	100
							03540	Non-Indian - Non-Public	0	-
							04000	Parent/Committee	2	100
							04100	Public	2	100
							04200	Non-Public	0	-
							05000	Student	0	-
							05100	Public	0	-
							05200	Non-Public	0	-
							06000	Advocate	1	100
							06100	Public	0	-
							06200	Non-Public	1	100
							07000	Tribal Constituency	0	-
							07100	Tribal Leader	0	-
							07200	Tribal Employee	0	-
							07300	Education Employee	0	-
							08000	Indian Education Employees	0	-
							08100	Federal Indian Educ. Employee	0	-
							08200	State Indian Education Employee	0	-
							08300	Nat'l Indian Educ. Organ. Employee	0	-

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

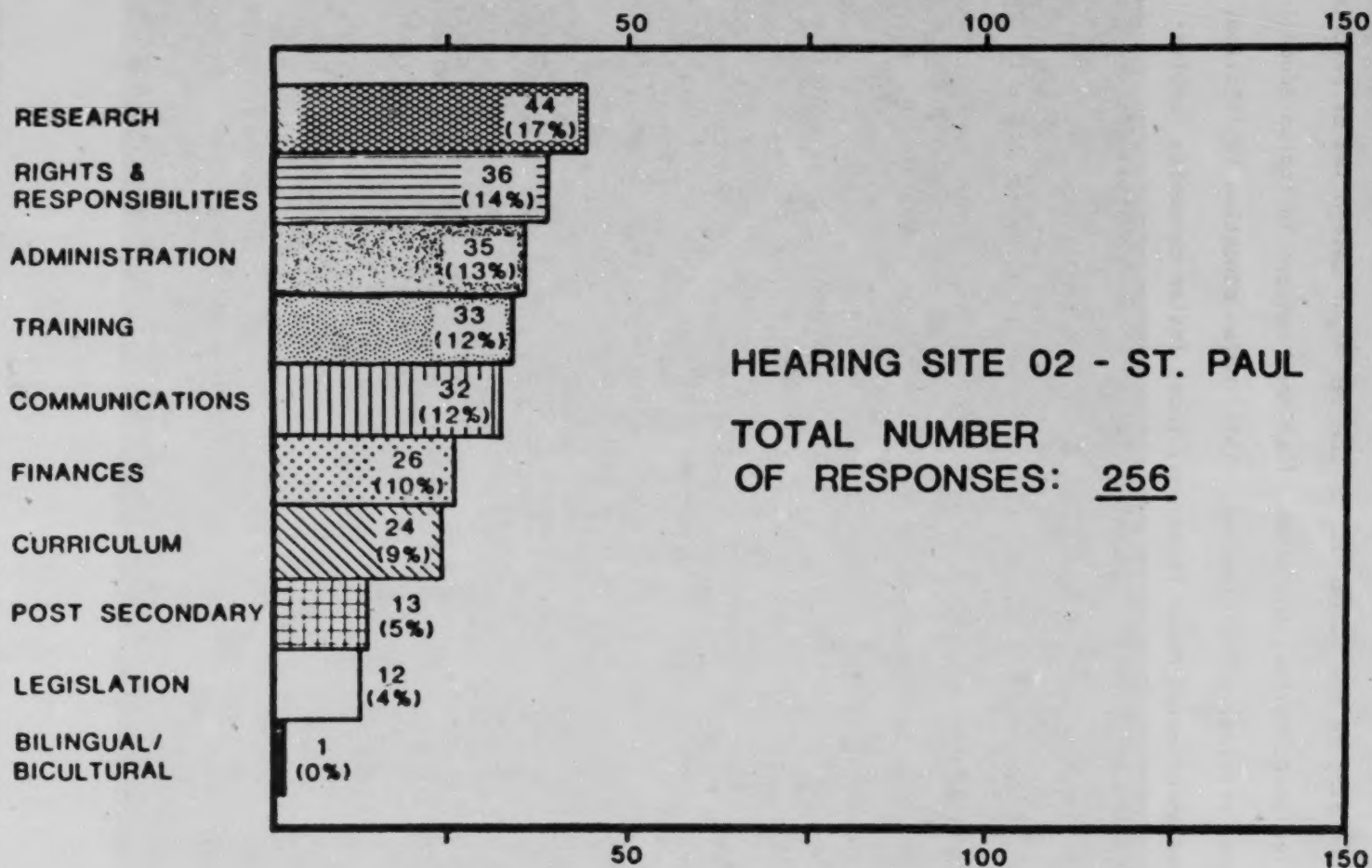
At the St. Paul hearing site the following major categories were prioritized as follows:

1. Research
2. Rights/Responsibilities
3. Administration
4. Training
5. Communications
6. Finances
7. Curriculum
8. Post-secondary
9. Legislation
10. Bilingual/Bicultural

With 45% of those who testified concerned about the future of St. Paul Indian non-public alternative education, it becomes significant to evaluate the frequency that this "alternative educational concern" is stated among the testifiers at the other hearings.

The recommendations section will discuss the frequency of priorities per Indian education concerns in another section of this report. For additional information about the priorities, please refer to the chart on the following page.

**RELATIVE PRIORITIES AS INDICATED
BY NUMBER OF RESPONSES PER MAJOR CATEGORY**



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

According to the quotations of the ten major categories of priorities which follow, the areas of primary concern in Indian education are: testing, discrimination, state Indian education legislation, Indian-oriented human relations, local Indian community involvement in all levels of decision making, local and state financing of Indian education, state responsibility for Indian curriculum development, adult education, and Indian language development. Please refer to the following list of quotes for name of testifier and the page number on which the testimony appears in the transcripts.

RESEARCH

02

Ralph Ware
0035
p.103

"...suggest to this committee that something be done immediately at the testing that goes on with the public school system in terms of the uniqueness and comprehension of the Native American children."

RIGHTS/RESPONSIBILITIES

02

Theodore Drake
0028
p.61

"...I hear names like dirty Indian, dirty redskin, and my daughter has been called a squaw..."

ADMINISTRATION

02

Charles Bugg
0032
p.54

"I feel that the governor has to come up with some kind of policy statement to the effect that...we could have more involvement with the Indian community."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TRAINING

02

Theodore Drake
0028
p. 59

"...there should be a program to get...teachers to understand that we do have a problem and our problems are unique and there is a special way to deal with them..."

COMMUNICATION

02

Larry Leventhal
0034
p. 89

"Local communities, individual families and parents should as part of national policy be directly and actively involved in decisions relating to the nature of Indian education."

FINANCES

02

Artley Skinadore
0036
p. 139

"Fond du Lac...school board...refusing...forty thousand dollars...might make them have to respond to a parent...board."

CURRICULUM/CERTIFICATION

02

Henry Greencrow
0029
p. 45

"I would like to look at your books and if there is something wrong, we are going to pull them out...State Board...who should take on that responsibility."

POST-SECONDARY

02

Eddie Benton
0033
p. 79

"During the '73-'74 school year, the Red School House increased its course offerings to include adult education programs."

LEGISLATION

02

Larry Leventhal
0034
p. 90

"State of Minnesota is charged with this responsibility of meeting the special educational needs of Indian children."

BILINGUAL/BICULTURAL

02

Charles Bugg
0032
p. 55

"Let's get some Indian languages in the public school system."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Recommendations made at the St. Paul hearing site indicate state action for a state Indian education policy, bilingual/bicultural legislation, and a State Board action on dropout prevention. The testifier and the page number on which his quote appears in the transcripts is on the next page.

A table and a map showing additional information for the public and non-public schools present at the St. Paul hearing site is on the following pages.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

ST PAUL. - (02)

RECOMMENDATIONS

0032

Charles Bugg

p. 54

"...Governor has to come up with some kind of policy statement... we could have more involvement with the Indian community."

p. 58

"I...insist we come up with some kind of a language, history and culture program from the Indian perspective..."

0033

Eddie Benton

p. 84

"...we would suggest to the State Board...that those lines of communication be drawn...draw up a cooperative dropout prevention program."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS

PRESENT AT THE STATE BOARD'S

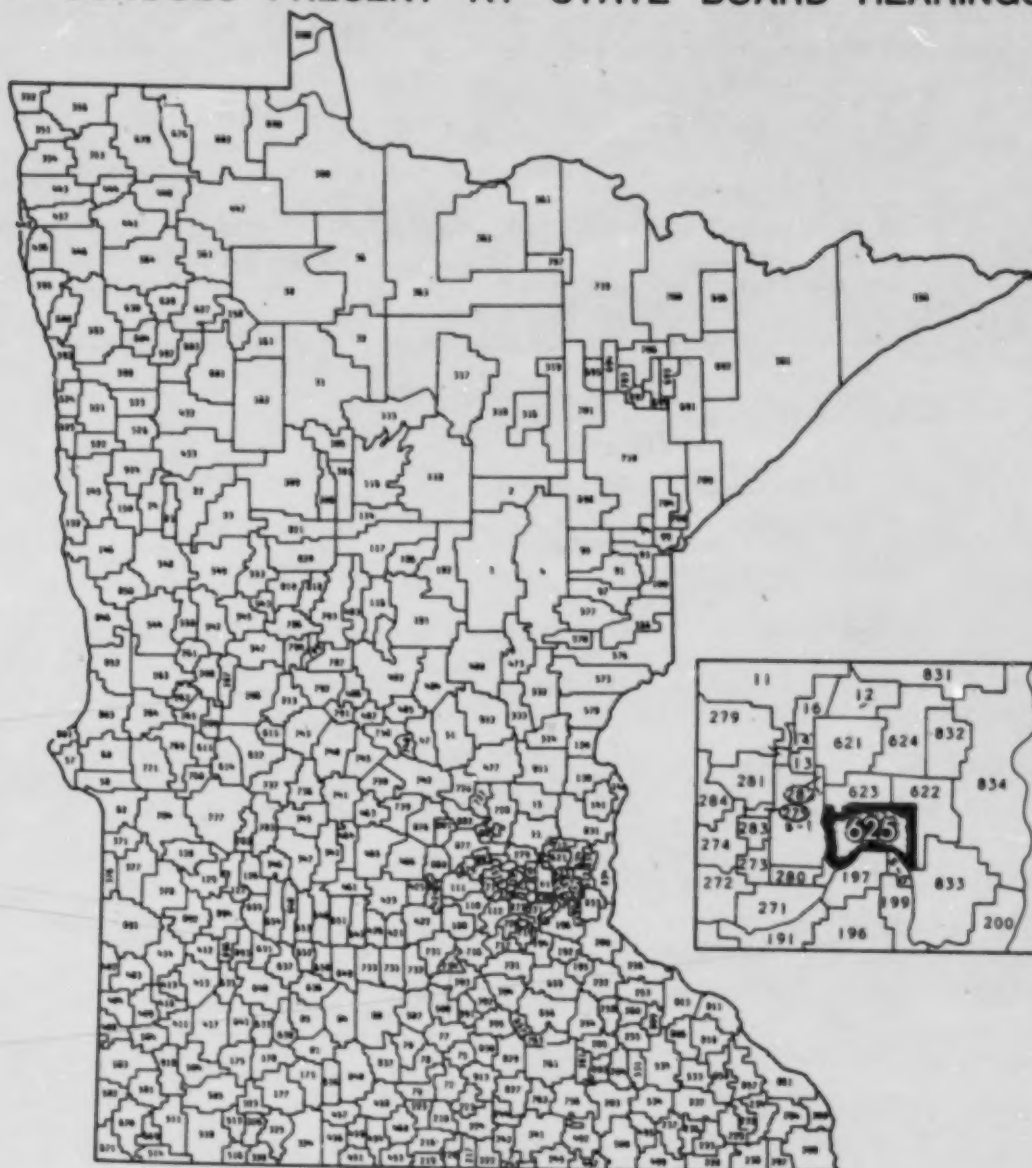
02 - ST. PAUL HEARING

1. St. Paul #625

2. The Red School House

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE
SCHOOLS PRESENT AT STATE BOARD HEARINGS



#02 St. Paul Hearing Site

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RED WING

Red Wing hearing site represents two types of Indian communities:

- 1) reservation
- 2) urban

The reservation community was represented by testifiers who came from the four Sioux communities. Non-reservation school districts which serve the reservation constituencies have been labeled reservation communities for this analysis.

The urban community was represented through the testimony of Indians and school personnel from Rochester.

Of the twenty-nine persons who gave written and/or oral testimony, seventeen were Indian and twelve were non-Indian. For a comparison of these statistics by race with those of the other six hearing sites, please see the chart of "Testifiers' Data" which follows the discussion of testifiers. The demographic data of testifiers by occupation appears in the following paragraph.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

The demographic data on the testifiers by occupation are listed below:

<u>OCCUPATION</u>	<u>NUMBER OF TESTIFIERS</u>
administrators	7
professional staff	5
local Indian education staff	3
parent/parent committee	3
student	6
advocate	1
tribal leader	4

For a count of testifiers per hearing site by occupation, please refer to the chart on the following page.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT.

TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

HEARING SITE: Red Wing (03)

Total No. of Testifiers	Racial Distrib.			Sex Distribution			Occupational Distribution			
	Race:	No.	%	Sex:	No.	%	Code No.	Occupational Title:	No.	%
29	Indian	17	50.6	Indian Male	5	17.2	03000	School Personnel		
	Non-Indian	12	41.4	Indian Female	12	41.4	03100	Administrators	7	100
				Non-Indian Male	9	31	03110	Indian	0	-
				Non-Indian Female	3	10.4	03120	Non-Indian	7	100
							03200	Professional Staff	5	100
							03210	Indian	1	20
							03220	Non-Indian	4	80
							03300	Non-Professional Staff	0	-
							03310	Indian	0	-
							03320	Non-Indian	0	-
							03400	Local Indian Education Staff	3	100
							03410	Indian	3	100
							03420	Non-Indian	0	-
							03500	Alternative Education Staff	0	-
							03510	Indian - Public	0	-
							03520	Non-Indian - Public	0	-
							03530	Indian - Non-Public	0	-
							03540	Non-Indian - Non-Public	0	-
							04000	Parent/Committee	3	100
							04100	Public	3	100
							04200	Non-Public	0	-
							05000	Student	6	100
							05100	Public	6	100
							05200	Non-Public	0	-
							06000	Advocate	1	100
							06100	Public	1	100
							06200	Non-Public	0	-
							07000	Tribal Constituency	4	100
							07100	Tribal Leader	4	100
							07200	Tribal Employee	0	-
							07300	Education Employee	0	-
							08000	Indian Education Employees	0	-
							08100	Federal Indian Educ. Employee	0	-
							08200	State Indian Education Employee	0	-
							08300	Nat'l Indian Educ. Organ. Employee	0	-

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

At the Red Wing hearing site, there were two staff assignments given by State Board of Education members. The first was a request for Larry Martin of the Indian Education Section to give advice on Title IV for Rochester of Ms. Maxine Lubben. The second staff assignment concerned aid in proposal writing to the Council on Quality Education and the Consolidated Title IV.

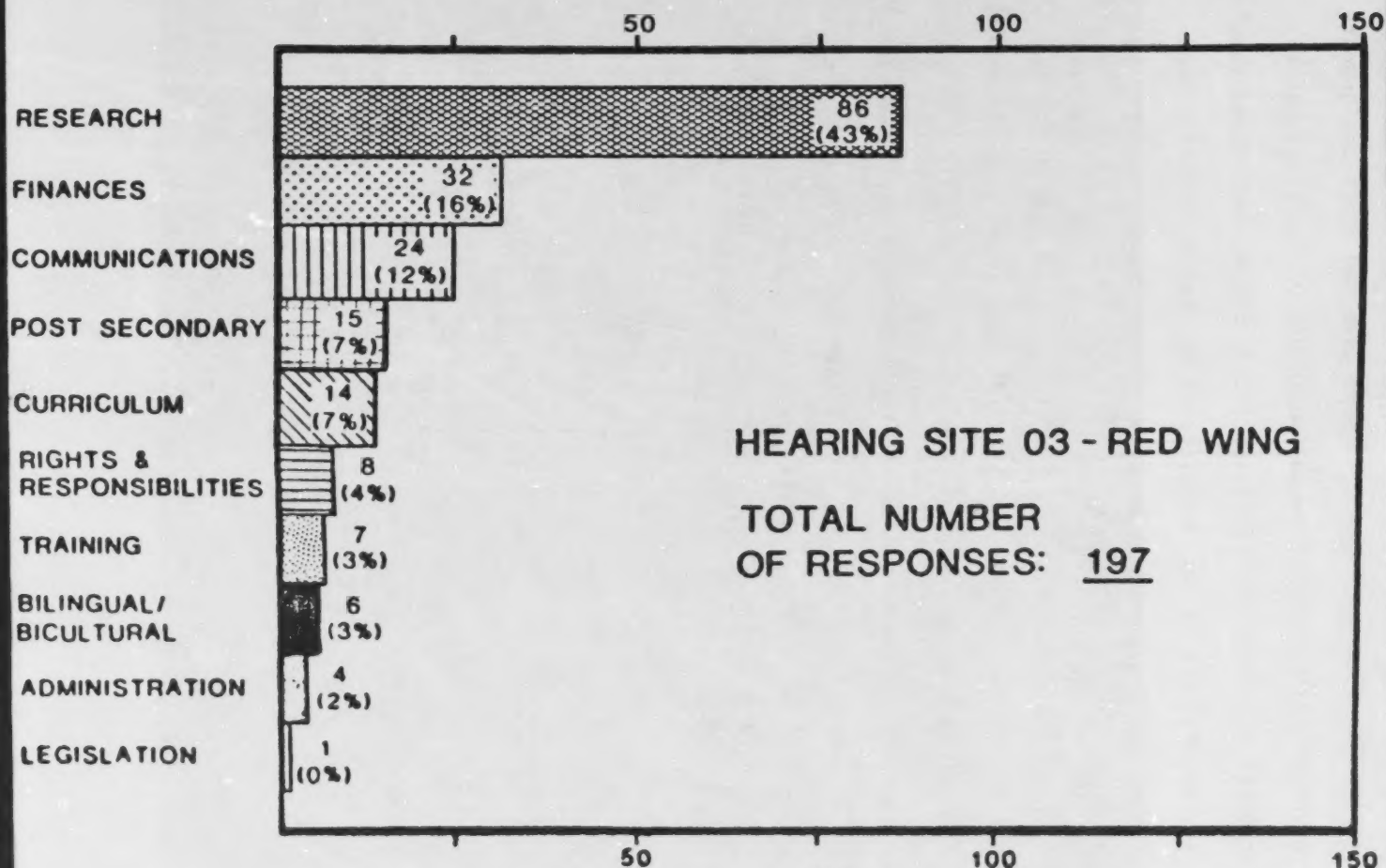
The findings based upon the types of responses given (types 0-5, see explanation of code structure, page 174) indicate that much of what the Red Wing testifiers feel Indian Education should comprise either does not now exist and must be initiated, or does exist in some form and must be improved. Seven out of the ten major categories received these two types of responses.

The priorities given by the testifiers, as indicated by the total number of responses per category are:

1. Research
2. Finances
3. Communications
4. Post-secondary
5. Curriculum
6. Rights/Responsibilities
7. Training
8. Bilingual/Bicultural
9. Administration
10. Legislation

For the actual number of responses per category and their relative importance, please see the graph on the following page.

RELATIVE PRIORITIES AS INDICATED
BY NUMBER OF RESPONSES PER MAJOR CATEGORY



HEARING SITE 03 - RED WING

TOTAL NUMBER
OF RESPONSES: 197

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Additional information about the priorities can be seen from the quotes per major category which follow:

RESEARCH

03
James Rosasco
0041
p. 20

"...need a better career kind of program..."

FINANCES

03
JoAnn Columbus
0057
p. 126

"...Indian parent was finally notified of the Johnson-O'Malley and Indian Education Act of 1972...had not heard of such an act, what the funds were used for then and we probably will never know..."

COMMUNICATION

03
Maxine Lubben
0062
p. 180

"Communication a little better for both students and teachers and the community people and the parents."

POST-SECONDARY

03
JoAnn Columbus
0057
p. 127

"...more quality education...seniors from high school receiving diplomas that cannot read or spell."

CURRICULUM/CERTIFICATION

03
Brenda Pendleton
0058
p. 135

"...need for Indian cultural program..."

RIGHTS/RESPONSIBILITIES

03
Pat Krautkremer
0063
p. 188

"They think of them as Indians instead of individual students."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TRAINING

03

Lucille Simnewski
0064
p. 206

"...student feels that he can't relate to the teacher...the teacher has no time for the student..."

BILINGUAL/BICULTURAL

03

Curtis Campbell
0044
p. 44

"...we could send some of our people to the junior high...or to the senior high school...and teach them this language and even go a step further, teach them some of our tribal government and business..."

ADMINISTRATION

03

NO QUOTATION AVAILABLE FOR THIS CATEGORY

LEGISLATION

03

NO QUOTATION AVAILABLE FOR THIS CATEGORY

The following recommendations illustrate the need for local, state, federal and tribal financing of Indian education, upgraded human relations programs, and Indian curriculum development:

1. Curtis Campbell's testimony from Prairie Island Sioux Community appears on page 38 of the transcripts:
"I would say that the state would grand some money to the school district or to the tribe or whatever so we can conduct this type of a program which I think is most important to the younger generations coming up today because they are far different than perhaps my generation or older people and me."
2. Amy Stadde's testimony from Shakopee Sioux Community appears on page 100 of the transcripts:
"It is going to be hard for the Shakopee Mdewakanton Sioux Community for the fiscal year of 76-77, because we are opening up more land. This land will be

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

housing at least thirty-one more families. I just don't see how we can function on approximately \$6,500 if we should have at least thirty more students added to our list of eligible students. This would come out to approximately \$93 per student for the entire 1976-77 school year.

So, in my closing, I would like to ask for your help in obtaining more funds for all Indian students of all the little reservations."

3. JoAnn Columbus of Morton Lower Sioux Community stated on page 126:

"The Local Indian Education Committee was started a few years ago--to be exact, when the Indian parent was finally notified of the Johnson-O'Malley and Indian Education Act of 1972. That the act specified that all Indian parents involvement for school district to receive funds which our school district has been receiving since 1934-36, and Indian parents had not heard of such an act, what the funds were used for then and we probably will never know, but do know it wasn't used for Indian students--which brings up one of our problems of more Indian parent involvement in school activities and any other school decisions."

4. Lucille Simnewski's testimony from Granite Falls Upper Sioux Community testimony appears on page 206 of the transcript:

"I think that has something to do with it. The student feels that he can't relate to the teacher or that if the teacher has not time for the student, then that student isn't going to take the time either to try and talk with the instructors about what may be bothering him."

5. Iola Columbus' testimony from Morton Lower Sioux Community appears on pages 2a and 3a in the transcript:

"Again, school curriculum should incorporate Indian government, history, values, and culture into classes such as history, sociology, anthropology, etc."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

"One additional problem that must be dealt with is the lack of enough qualified and knowledgeable teachers in regard to Indian education. It would be a recommendation that the State Board of Education take it upon themselves to hire a number of certified and qualified Indian teachers who could travel from school to school teaching material that most teachers are unable to teach. This would allow even the smaller schools to provide an adequate education in Indian culture. This must be made available to all schools whether there is an Indian population or not."

An additional recommendation from Pat Krautkremer (Rochester) is on the following page.

For further information about the public and non-public schools present at the Red Wing hearing site, please refer to the table and map on the following pages.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RED WING - (03)

RECOMMENDATIONS

0063

Pat Krautkremer

p. 190

"...continuing human relations
classes with the teachers..."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS

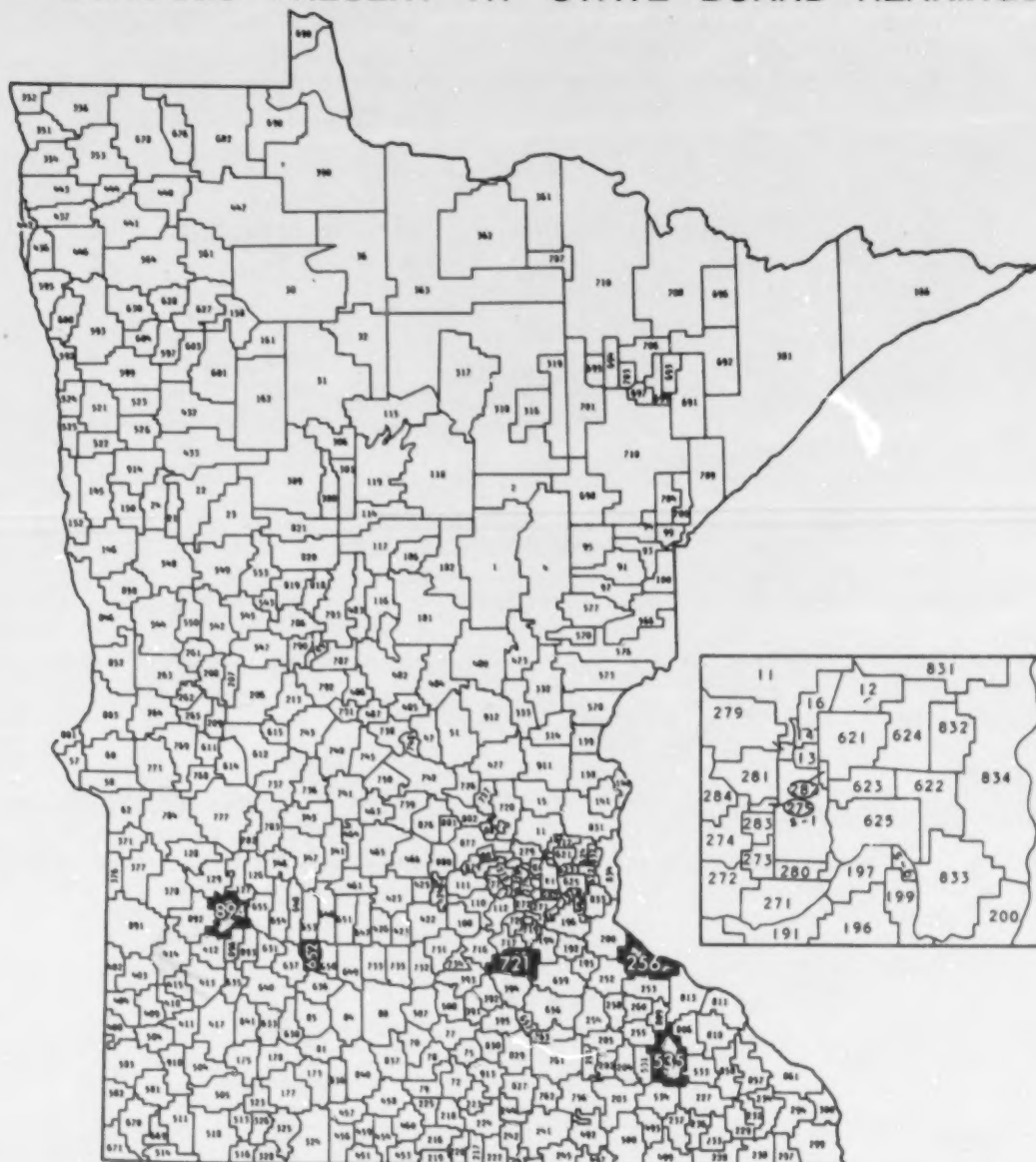
PRESENT AT THE STATE BOARD'S

03 - RED WING HEARING

1. Red Wing #256
2. Shakopee #721
3. Granite Falls #894
4. Morton #652
- 5.*Rochester #535

* School districts not receiving Title IV or J.O.M. Funds that participated in State Board Hearings.

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS PRESENT AT STATE BOARD HEARINGS



#03 Red Wing Hearing Site

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

CASS LAKE

Hearing site number four (4) was held at Onegum Marina, Onegum, on the Leech Lake reservation, a community of the Minnesota Chippewa. Testifiers at this hearing site represented six public school districts.

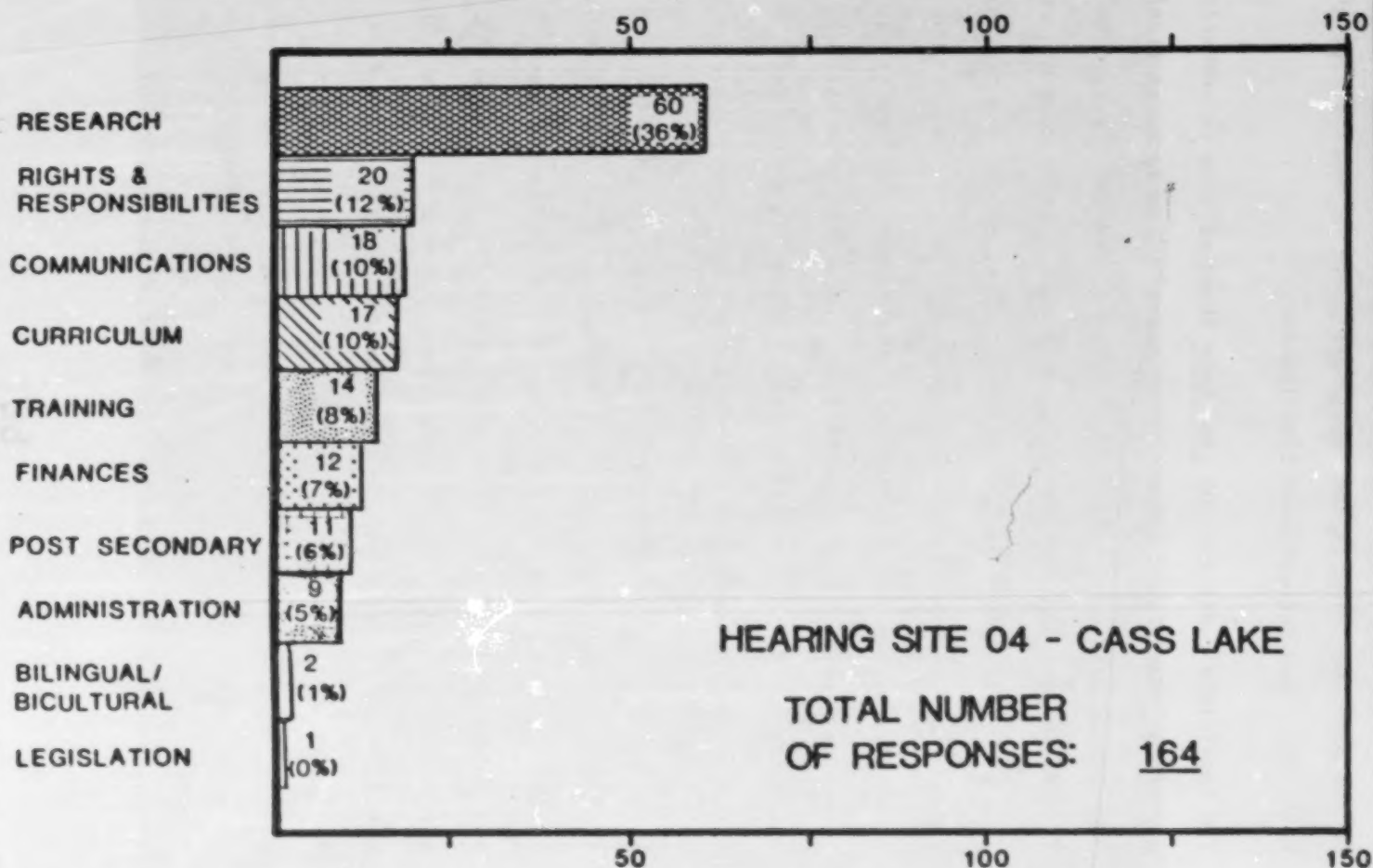
Analysis of the Cass Lake (Onegum) hearings transcript produced the following major categories as priorities:

1. Research
2. Rights/Responsibilities
3. Communications
4. Curriculum
5. Training
6. Finances
7. Post-secondary
8. Administration
9. Bilingual/Bicultural
10. Legislation

These priorities are almost consistent with the statewide priorities.

Please refer to the following chart which indicates the frequency of responses for each major category for the Cass Lake (Onegum) hearing site.

**RELATIVE PRIORITIES AS INDICATED
BY NUMBER OF RESPONSES PER MAJOR CATEGORY**



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

On the page following is the Testifiers' Data by Hearing Site of Race, Sex, and Occupational Distribution.

The Testifiers' Data for the Cass Lake (Onegum) site is summarized as follows: There were 28 people who testified; only three testimonies were written. Twenty people were Indian and 5 were non-Indian. Of the Indian testifiers, twelve were male and eight were female; of the non-Indian testifiers, four were male and one was female. Of the school personnel, five were administrators (one administrator was Indian), two were non-professional staff, two were local Indian education staff, and three were alternative education staff. One pertinent fact is that 43% of the tribal constituency who testified were education employees.

At this site, there was a need strongly emphasized for the certification of Indian people as instructors in the areas of Indian history, culture and language. This need is now being discussed by the Board of Teachers' Standards and Certification Board and representatives of various Indian education constituencies. Emphasis certification is what is recommended. Also indicated at this hearing site was the strong support of public alternative education.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

HEARING SITE: Cass Lake - (04)

Total No. of Testifiers	Racial Distrib.		Sex Distribution			Occupational Distribution			
	Race:	No.	%	Sex:	No.	%	Code No.	Occupational Title:	No. %
28*	Indian	20	80	Indian Male	12	48	03000	School Personnel	
25	Non-Indian	5	20	Indian Female	8	32	03100	Administrators	5 100
				Non-Indian Male	4	16	03110	Indian	1 20
				Non-Indian Female	1	4	03120	Non-Indian	4 80
							03200	Professional Staff	0 -
							03210	Indian	0 -
							03220	Non-Indian	0 -
							03300	Non-Professional Staff	2 100
							03310	Indian	2 100
							03320	Non-Indian	0 -
							03400	Local Indian Education Staff	2 100
							03410	Indian	2 100
							03420	Non-Indian	0 -
							03500	Alternative Education Staff	3 100
							03510	Indian - Public	0 -
							03520	Non-Indian - Public	0 -
							03530	Indian - Non-Public	3 100
							03540	Non-Indian - Non-Public	0 -
							04000	Parent/Committee	4 100
							04100	Public	2 50
							04200	Non-Public	2 50
							05000	Student	4 100
							05100	Public	1 25
							05200	Non-Public	3 75
							06000	Advocate	0 -
							06100	Public	0 -
							06200	Non-Public	0 -
							07000	Tribal Constituency	7 14.2
							07100	Tribal Leader	2 28.5
							07200	Tribal Employee	1 14.2
							07300	Education Employee	3 43.1
							08000	Indian Education Employees	3 27
							08100	Federal Indian Educ. Employee	1 33
							08200	State Indian Education Employee	
							08300	Nat'l Indian Educ. Organ. Employee	

* 3 are group testimony - written only

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

The following quotations further illustrate the priorities and clearly state the areas of concern as expressed by the various testifiers. For example, the first priority was research, as indicated in the quotation by Floyd Ballinger of the Mille Lacs Reservation.

RESEARCH

<u>04</u> Floyd Ballinger 0079 p. 126	"Achievement level in basic skill areas and other curriculum areas must be corrected immediately."
--	--

RIGHTS/RESPONSIBILITIES

<u>04</u> Theresa Johnson 0065 p. 4	"...school...not meeting the needs of Indian children."
--	---

COMMUNICATION

<u>04</u> Floyd Ballinger 0079 p. 125	"Advisory boards must be put together for a purpose, and not be taken for granted. Their advice should be adhered to...school personnel should keep in contact with this board and be cognizant of the desires and request relative to meeting the special needs or basic needs of Indian students."
--	--

CURRICULUM/CERTIFICATION

<u>04</u> Robert C. Speed 0080 p. 140	"We have people we need to teach the Indian language and the Indian history, and it's hard to get certified people."
<u>04</u> Bob Aitken 0082 p. 165	"...legislation on certification of Ojibwe language teachers..."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TRAINING

04

Floyd Ballinger
0079
p. 125

"Indian students and the Indian community at large want the Public Schools to be culturally sensitive."

FINANCES

04

Howard Tom White
0083
p. 47 a

"Indian counselors....work part time for Title IV...not hired...through the school"

POST SECONDARY

04

David Villebrun
0077
p. 121

"...testing...is paid by the State Department...problem is the transportation..."

ADMINISTRATION

04

Floyd Ballinger
0029
p. 124

"Schools must begin identifying school related problems Indian youngsters face and begin making a sincere effort to alleviate those deficiencies."

BILINGUAL/BICULTURAL

04

Bob Aitken
0082
p. 165

"I would like to ask the Board to help us out in this, studying the requirements, so that it could be possible to certify Ojibwe language teachers and also cultural aids...."

LEGISLATION

04

Bob Aitken
0082
p. 165

".....Legislation on certification of Ojibwe language teachers....."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Further support of the Indian school participation factors contained within the research category, the number one priority for this site, is exemplified by the quotation from written testimony of Roberta Wind:

"There is no communication between the teachers and Indian kids. When the teachers and students talk, the teachers make the kids feel low. The teachers don't seem to say, 'Hey! What's bothering you today?' The kids would feel better about themselves if a teacher asked this; it shows that the teachers are interested in them as humans and as individuals. The Indian kids are not puppets; they are individuals. So many of the teachers give up and don't see the good in Indian kids.

The schools don't realize that kids at different ages act differently. For example, by the time they are in the seventh grade, kids are in a "gang age" and they start to resent everyone, especially figures of authority.

The regular school also doesn't realize that Indian kids are different and that difference is being Indian. The kids say, 'Why should I study this? It doesn't relate to my background; it doesn't include Indian people.'

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Specific recommendations for the State Board's actions are extracted from various testimonies. These recommendations indicate some revisions or additions for state and local educational policies to upgrade Indian education. The quotations of recommendations appear on the following pages.

Due to the length of this report it is not intended that this section on Cass Lake hearing site be too voluminous. Therefore for additional information, please refer to the transcripts, etc. Places where the hearings analysis data, etc. will be stored are indicated in the introductory phase of the "Hearing Site Summary of the Analysis Findings."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

CASS LAKE - (04)

RECOMMENDATIONS

- 0066
Roberta Wind p. 20-21 "The school should set recreational activities for both the parents and students. The school should include Indian classes...The Alternative School should continue...The teachers should have communication skills classes..."
- 0068
Janie Fischer p. 39 "I would like to have the detention dropped..."
- 0074
Leo Gotche p. 55 "I'd just like to see a culture class... taught by an Indian...get credits for it."
- 0074
Terry O'Brien p. 68 "Recommendations are that the school should go out to the Indian community and gather feedback, and inform parents of new policies and programs."
- 0077
David Villebaum p.104-105 "Recommendations:
1. More Vocational-technical School Minority Recruiters hired to serve areas with a large Indian population...
2. More funding for Indian Adult Basic Education programs on the reservation...
3. More Vocational-Technical training programs...
4. More college-level courses taught on the reservation."
- 0083
Howard White p. 170 "Recommendations...more Indian teachers, Indian counselors..."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Further recommendations for the upgrading of Indian education programs are illustrated by the following quotations taken from Floyd Ballinger's written testimony:

1. Indian students and the Indian community at large want the public schools culturally sensitive.
2. We want a school conducive to learning that's consistent with culture and life style of Chippewa Indian people.
3. Indian students want their parents to be heard in the school system.
4. Advisory boards must be put together for a purpose and not be taken for granted; their advice should be adhered to. School personnel should keep in contact with this board and be cognizant of the desires and request relative to meeting the special needs or basic needs of Indian students.
5. Indian students need model characters within the school in different positions to help them identify potential.
6. There must be enough flexibility within the schools to understand the unique problems Indian children face and the desire to make schools as comfortable as possible in dealing with school related problems.
12. ...What our youth are essentially saying is that "you must accept me, respect me, and give me a chance to enjoy myself somewhat in your operation, before I will consider the goals that you have laid out."

There were six (6) public school districts who serve Indian children represented. They are:

- *1. Cass Lake #115
2. Deer River #317
3. Nett Lake #707
- *4. Onamia #480
5. Bemidji #31
- *6. Park Rapids #309

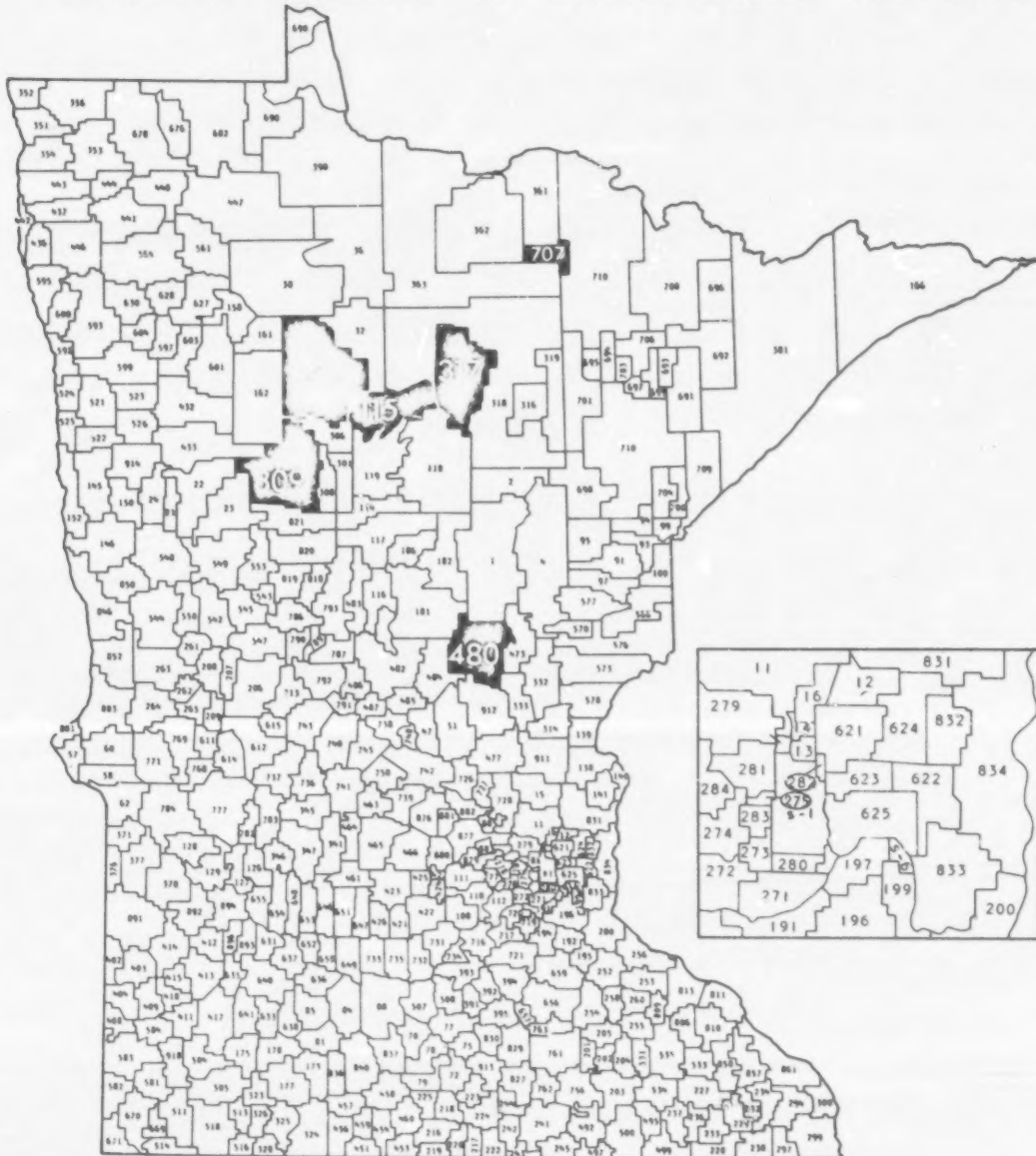
*These public school districts have Indian alternative education programs and/or schools serving Indian students who have special education needs.

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS
PRESENT AT THE STATE BOARD'S

04 - CASS LAKE (ONEGUM) HEARING

1. Cass Lake #115
2. Deer River #317
3. Nett Lake #707
4. Onamia #480
5. Bemidji #31
6. Park Rapids #309

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS PRESENT AT STATE BOARD HEARINGS



#04 Onegum Cass Lake Hearing Site

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

DULUTH

At the Duluth hearing site two types of Indian communities were represented: urban and reservation. It was a significant hearing because 45%, or 107 out of 235 testifiers were present to state their Indian education concerns. The subdivisions of testifiers by occupation, i.e. local Indian education staff, parents/parent committee members, students, advocates and tribal constituency representatives were significant when compared numberwise with the other six hearing sites.

Indian representation, as shown in the occupational distribution chart of "Testifiers' Data," can be summarized as follows:

1. Administrators - 3 out of 13
2. Professional staff - 0 out of 2
3. Non-professional staff - 2 out of 2
4. Local Indian education staff - 11 out of 11
5. Alternative education staff -
 non-public Indian - 3 out of 4
6. Parent/parent committee - public schools -
 12 out of 12
7. Public school students - 10 out of 10
8. Public school advocates - 15 out of 15

For the percentile distribution within the specific occupational subdivisions, see the chart on the following pages.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

HEARING SITE: Duluth - (05)

Total No. of Testifiers	Racial Distrib.		Sex Distribution		Occupational Distribution		
	Race:	No. %	Sex:	No. %	Code No.	Occupational Title:	No. %
107	Indian	85 80.3	Indian Male	43 40.2	03000	School Personnel	
	Non-Indian	21 19.7	Indian Female	43 40.2	03100	Administrators	13 100
			Non-Indian Male	10 9.3	03110	Indian	3 23.1
			Non-Indian Female	11 10.3	03120	Non-Indian	10 76.9
					03200	Professional Staff	2 100
					03210	Indian	0 -
					03220	Non-Indian	2 100
					03300	Non-Professional Staff	2 100
					03310	Indian	2 100
					03320	Non-Indian	0 -
					03400	Local Indian Education Staff	11 100
					03410	Indian	11 100
					03420	Non-Indian	0 -
					03500	Alternative Education Staff	4 100
					03510	Indian - Public	0 -
					03520	Non-Indian - Public	0 -
					03530	Indian - Non-Public	3 75
					03540	Non-Indian - Non-Public	1 25
					04000	Parent/Committee	12 100
					04100	Public	12 100
					04200	Non-Public	0 -
					05000	Student	10 100
					05100	Public	10 100
					05200	Non-Public	0 -
					06000	Advocate	15 100
					06100	Public	15 100
					06200	Non-Public	0 -
					07000	Tribal Constituency	31 27 87.1
					07100	Tribal Leader	1 3.3
					07200	Tribal Employee	0 -
					07300	Education Employee	3 9.6
					08000	Indian Education Employees	0 -
					08100	Federal Indian Educ. Employee	0 -
					08200	State Indian Education Employee	0 -
					08300	Nat'l Indian Educ. Organ. Employee	0 -

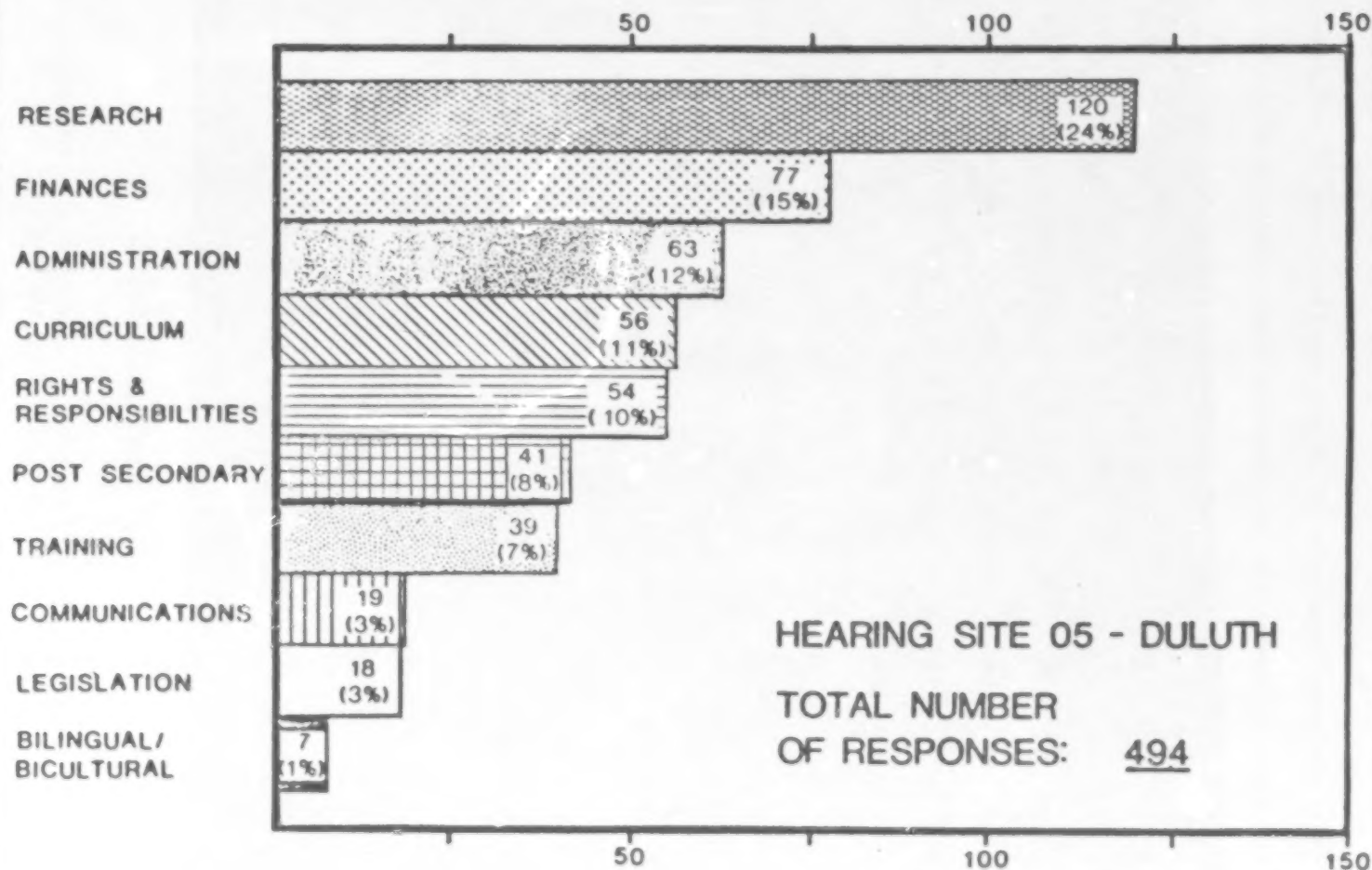
MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Priorities by major category for the Duluth hearing site are:

1. Research
2. Finances
3. Administration
4. Curriculum
5. Rights/Responsibilities
6. Post-secondary
7. Training
8. Communications
9. Legislation
10. Bilingual/bicultural.

Specific information about numbers of responses and percent are shown on the chart of "Relative Priorities..." on the following page. Close examination of the chart indicated that "Research" is top priority.

RELATIVE PRIORITIES AS INDICATED
BY NUMBER OF RESPONSES PER MAJOR CATEGORY



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Major category documentation of the specific areas of Indian education concerns is emphasized as: drop-out data, financing of Indian education on a statewide basis, State Board Indian education directives to local school districts, certification of Indian curriculum resource persons, Indian students' rights and teachers' responsibilities, adult basic education, teacher training, communications between school and home, state support of Indian curriculum development, and bilingual/bicultural legislation. These specific references to each of the major categories are indicated in the list of quotes from the testimonies. They are as follows:

RESEARCH

05
Joy Peacock
0115
p. 218

"...1972...92 percent drop-out rate of Indian children. 1974-75...75 percent..."

FINANCES

05
Tom Peacock
0116
p. 224

"...recommendation...state provide reimbursement for Indian education...like special ed. reimbursement."

ADMINISTRATION

05
Joy Peacock
0115
p. 213

"...I would like to see the State Board hand down to each individual school district clear directives on education to Indian children and making that education relevant to an Indian child in their own society."

CURRICULUM/CERTIFICATION

05
Joyce Hughey
0100
p. 124

"...recommend...use of Indian resource people, whether certified to teach or not..."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RIGHTS/RESPONSIBILITIES

05

William Houle
0098
p. 100

"...99 percent...classroom teachers...admit...
would rather not have Indian children in their
classes."

POST-SECONDARY

05

Isabelle Strong
0112
p. 179

"...adult basic education...necessity...need
on the reservation."

TRAINING

05

Kathy Kangas
0103
p. 116

"...there is in some, perhaps many teachers,
a high level of ignorance about Indian people
and corresponding negative stereotype."

COMMUNICATION

05

Clara Kozlowski
0091
p. 48

"Indian parents need to be encouraged to be-
come more involved with the educational pro-
cess for their Indian children to participate
to the fullest in both educational and school
social related functions."

LEGISLATION

05

Joyce Hughey
0100
p. 124

"...recommend...state support a concentrated
effort by Indian educators to develop a K
through 12 curriculum in Indian heritage..."

BILINGUAL/BICULTURAL

05

Bill Blackwell
0108
p. 156

"...a great need for the Minnesota State Legis-
lature to pass a Native American bilingual
bill...to provide monies for bilingual pro-
grams..."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Recommendations from the various testimonies to the State Board of Education are primary factors that influence State Department of Education actions and/or the State Legislature's actions per Indian education. Since the intent of these hearings was to hear directly from Indian and non-Indian education, it is pertinent to highlight the recommendations with quotes from the testimonies. The Duluth hearing site had a voluminous amount of written testimonies in contrast to the other hearing sites.

A summary of the recommendations indicated for State Board consideration is as follows: to centralize Indian curriculum development; to support alternative educational programs and schools; to finance Indian curriculum efforts; to assist with alcohol and drug abuse programs in the schools; to finance advocate programs; to certify Indian resource persons; to assist in the development of comprehensive Indian education programs; and to encourage bilingual/bicultural education. The recommendations are as follows:

Richard Pearson, Superintendent, Duluth Public Schools -

1. "In the area of curriculum development, the state should play a more significant role.
2. Native American students in large numbers continue to have difficulty in totally traditional programs and services. They search for alternatives and support, and in the absence of such may choose to drop out.
3. You, as State Board members, can help by, number one, supporting alternate curriculum development on a state-wide basis;.."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Nora Hakala, Chairperson of the Duluth Indian Education Advisory Committee-

1. "...the state provide resources to begin a total curriculum program on Indian culture and history for each of the 12 years a student is in school, and that the development of this program be in connection with Indian programs and communities throughout the state.
2. ...the state establish testing procedures in which cultural relevance is reflected."

Charlotte Makitalo, student, Denfeld High School-

1. "My personal feeling towards the attendant policies is it should be eliminated."

Chuck Adams, regional representative, National Indian Board on Alcoholism and Drug Abuse and director of Thunderbird Halfway House in Duluth-

1. "...it is my contention that the number one priority should be alcoholism and drug prevention programs incorporated within all school districts."

William Diver-

1. "...the same care has not been taken to insure the Indian equal opportunity in vocational training areas...as has been afforded the white collar professions."

Sylvester Gokee, Indian Youth advocate, Duluth Public Schools-

1. "I recommend textbook development.
2. ...teacher recertification should be more stringent in the area of human rights and cultural differences."

Rosemary Pohto-

1. "I dream of a school where parents have a real say so in what is taught, and even help to teach it. I dream of a school where there is less forced learning, where the school is not so much a prison as a center for learning and growth. And I dream of a school that really teaches children to see no inequality in people and teaches that, while people may be different, they are also the same."

Joyce Hughey, Cooperative Special Education Project-

1. "...the state should make it financially possible for school districts with Indian students to have on their staff an Indian youth advocate.
2. ...many classroom teachers in the COSEP area are not attempting to deal in a sensitive way with Indian culture and heritage as part of the regular curriculum. Indian parents and students also have...indicated strong preference for the inclusion of these studies."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

3. It must be made easy for Indian resource people to take teaching roles, as they share.
4. ...recommend that the state create opportunities for Indian resource people to gain basic classroom skills to use in their teaching and exempt them from normal teacher certification requirements."

Gerald Gagnon-

1. "What the Indian parents and Indian communities and Indian students need from the State Department of Indian Education are innovative, comprehensive programs designed to meet the real needs of Indian students."

Manuel Pino, Title IV Indian student advocate, Cook County High School-

1. "...the development of a Native American studies program in the high school for grade seven through twelve.
2. I feel a bilingual program could, if the state could develop a bilingual program in the high schools, this would also help with the identity problem and help--it would make--help the Indian students relate to the--to their language, to the beauty of the words in the Ojibway language.
3. ...the state to better inform Indian students of what they have available to them as far as career education goes..."

Andre LeGarde, senior Native American Student-

1. "...inclusion of a Native American studies program here at the high school for grades seven through twelve.
2. ...need for bilingual education in grades one through twelve to help continue our language and our cultural heritage."

Bill Blackwell, project director, Ojibway Cultural Resource Center-

1. "...recommendations to the Board of Education. The first is that the State Board of Education direct the education department, statewide, to fund a regional office to provide technical assistance to the Indian people of this area. Presently the regional Indian Adult Basic Education Office in Duluth is providing a much needed service to a large area.
2. My second recommendation is a very extensive, continuous Ojibway curriculum development program is needed to disseminate materials statewide...
3. And my third recommendation is a great need for the Minnesota State Legislature to pass a Native American bilingual bill...

...

5. Any my fifth recommendation is the continuous human relations requirements of teachers must remain, and knowledge is one of the key obstacles to racism..."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Joy Peacock, Fond du Lac Reservation, Johnson-O'Malley, Title IV
and Parent-

1. "I know my first recommendation that I had presented to the State Board was one that I think is very broad, one that I would like to see the State Board hand down to each individual school district, clear directives on education to Indian children and making that education relevant to an Indian child in their own society..."

The additional recommendations are on the following pages.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

DULUTH - (05)

RECOMMENDATIONS

0086 Richard Pearson	p. 9	"...State Board...can help by... supporting alternate curriculum development on a statewide basis...engendering...school district community dialogue..."
0095 William Diver	p. 82	"...recommend that the Division of Vocational Education undertake a study to fully document...needs..."
0103 Kathy Kangas	p. 117	"...suggestions...Indian youth advocates be made available in schools which have Indian students...teachers and administrators be required to learn about Indian culture...eliminate stereotyped images..."
0108 Bill Blackwell	p. 154	"...State Board must fund some type of a regional office that can meet the needs of all the Indian people in relation to information and technical assistance..."
0113 Bill Myers	p. 187	"...recommend...continue financial support...from vocational education funds for the vocational education advisory service program...recommend...analysis of current enrollment procedures...that effectively screen out Native American students for post-secondary education."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

A table and map giving specific information about the public and non-public schools present at the Duluth hearing site are on the following pages.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

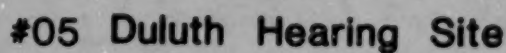
PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS
PRESENT AT THE STATE BOARD'S

05 - DULUTH HEARING

1. Duluth #709
2. Carlton #093
3. Cloquet #094
4. Cook (Grandman's) County #166
5. St. Louis County #710
(Orr and Brookston)
6. Tower-Soudan #708
7. *Mountain Iron #703
8. *Chisholm #695
9. Bizindun Alternative School

*School districts not receiving Title IV or J.O.M. funds that participated in State Board Hearings.

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS PRESENT AT STATE BOARD HEARINGS



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

WHITE EARTH

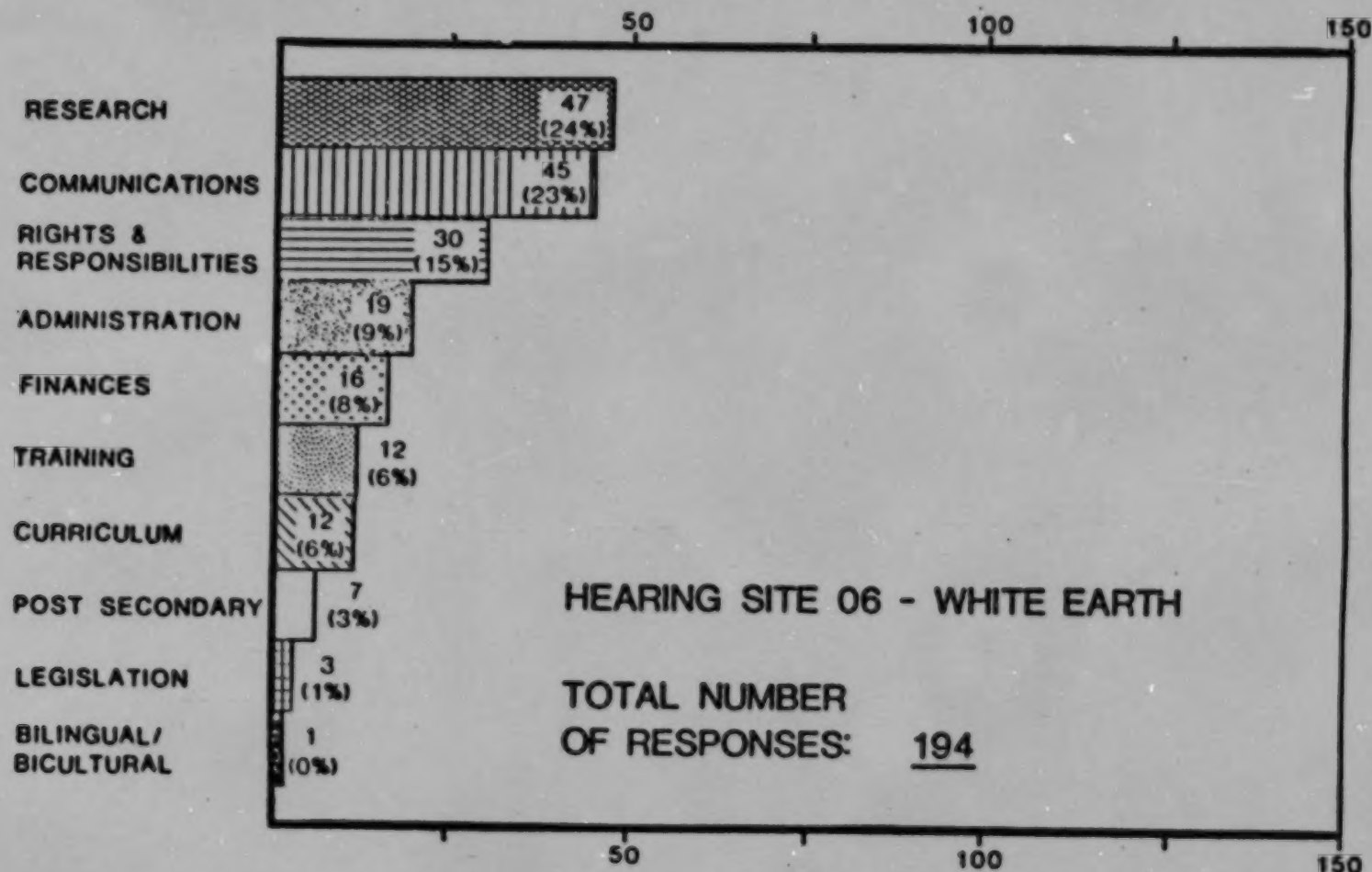
The sixth State Board of Education Hearing on Indian Education was held at Pine Point Experimental School, Ponsford, Minnesota. Analysis of the White Earth Indian Education hearing indicated the following priorities:

1. Research
2. Communication
3. Rights/Responsibilities
4. Administration
5. Finances
6. Training
7. Curriculum/Certification
8. Post-Secondary
9. Legislation
10. Bilingual/Bicultural

Please refer to the chart on the following page which graphs the relative priorities by the number of responses per each major category above.

The testifiers for the White Earth hearing site represented three public school districts and the Pine Point Experimental School, an Indian Alternative School in Ponsford, Minnesota. There were 23 people who testified; 19, or 82.6%, were Indian. Eleven of the 19 Indian testifiers were female; eight were male.

RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

HEARING SITE: White Earth - (06)

Total No. of Testifiers	Racial Distrib.			Sex Distribution			Occupational Distribution			
	Race:	No.	%	Sex:	No.	%	Code No.	Occupational Title:	No.	%
23	Indian	19	82.6	Indian Male	8	34.8	03000	School Personnel		
	Non-Indian	4	17.4	Indian Female	11	47.8	03100	Administrators	4	100
				Non-Indian Male	4	17.4	03110	Indian	0	-
				Non-Indian Female	0	-	03120	Non-Indian	4	100
							03200	Professional Staff	1	100
							03210	Indian	1	100
							03220	Non-Indian	0	-
							03300	Non-Professional Staff	0	-
							03310	Indian	0	-
							03320	Non-Indian	0	-
							03400	Local Indian Education Staff	1	100
							03410	Indian	1	100
							03420	Non-Indian	0	-
							03500	Alternative Education Staff	2	100
							03510	Indian - Public	2	100
							03520	Non-Indian - Public	0	-
							03530	Indian - Non-Public	0	-
							03540	Non-Indian - Non-Public	0	-
							04000	Parent/Committee	8	100
							04100	Public	6	75
							04200	Non-Public	2	25
							05000	Student	2	100
							05100	Public	2	100
							05200	Non-Public	0	-
							06000	Advocate	1	100
							06100	Public	1	100
							06200	Non-Public	0	-
							07000	Tribal Constituency	4	100
							07100	Tribal Leader	0	-
							07200	Tribal Employee	0	-
							07300	Education Employee	4	100
							08000	Indian Education Employees	0	-
							08100	Federal Indian Educ. Employee	0	-
							08200	State Indian Education Employee	0	-
							08300	Nat'l Indian Educ. Organ. Employee	0	-

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Of the school personnel who presented testimony, there were four (4) non-Indian administrators, one Indian professional staff person, one Indian from the Local Indian Education staff, and two Indians from the public alternative education staff. Fifteen of the testifiers were from the categories of parent/committee, public and non-public, student, advocate, or tribal constituency. One hundred percent of the tribal constituency was from the sub-category of education employee. There were no Indian education employees.

Much of the testimony at the White Earth hearing site revolved around the need for exact data and information concerning Indian students and school boards, credentialing for Indian teachers of language, culture and Indian history, and the whole area of rights and responsibilities of Indian people in the education of their children. For example, in testimony by Linda Oxendine, Director of Education for the Minnesota Chippewa Tribe, (p. 9), she states,

"...the schools will say, 'We don't understand,' or if we have a special program for Indian students under Johnson-O'Malley, or Title IV, we're violating the Civil Rights Law of Minnesota and that cuts off all of your money. And questions like that are constantly coming up, and we feel if the State Department, the State Board of Education, had a policy on Indian education, that would eliminate a lot of concerns, and give us a little more freedom to develop programs to meet the needs of Indian people"

Further quotations indicating the priorities for the White Earth hearing site follow. The eight recommendations from the Minnesota Chippewa Tribe are included in this hearing site report, along with recommendations concerning vocational education.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RESEARCH

06

Larry Kitto
0125
p. 26

"Basic skill programs in the Vocational Schools we are in dire need of...students do not have basic skills..."

COMMUNICATION

06

J. Furuseth
0132
p. 106

"...we're going to have a communication gap that occurs when the parents cannot come in and talk..."

RIGHTS/RESPONSIBILITIES

06

Larry Aitken
0126
p. 88

"...one of the coaches...mistaking him for another Indian boy...slammed him up against the lockers..."

ADMINISTRATION

06

Linda Oxendine
0124
p. 10

"...we would like to see the Indian Education Section of the State Department of Education and the Bemidji and Duluth offices continued and expanded."

FINANCES

06

Jerry Rawley
0139
p. 158

"...there is no communication between Johnson-O'Malley and Title IV."

TRAINING

06

Jerry Rawley
0139
p. 1 a

"Each year the State Department of Education sponsors Human Relations Workshops. A special emphasis should be placed on Indian heritage, especially in public schools that serve on-reservation populations."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

CURRICULUM/CERTIFICATION

06

Linda Oxendine
0124
p. 14

"...we would like to provide for the State Board...the whole process, as we see it, for certifying..."

POST-SECONDARY

06

Maxine Boswell
0137
p. 133

"...job placement...hard to find jobs for our students."

LEGISLATION

06

Linda Oxendine
0124
p. 11

"...recommend...State Board of Education make a positive commitment to maintain... Indian community schools..."

BILINGUAL/BICULTURAL

06

Wanda Abramowski
0136
p. 129

"Students indicate a desire to learn the Native American language and it has been tried in some places, and it is successful."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

WHITE EARTH - (06)

RECOMMENDATIONS

0124

Linda Oxendine

- p. 5 "...recommend that the State Board direct the State Department of Education to conduct a statewide needs assessment."
- p. 6 "...second recommendation...is that the State Board adopt a kind of teachers certification...which certified Indian people who don't have the academic credentials for regular certification..."
- p. 7 "...third recommendation...that the State Board commission a study to look at the school boards in those school districts that are on, or near Indian reservations, or those districts with at least 30 percent Indian enrollments."
- p. 7 "...fourth recommendation...is that any teacher who is going to teach on or near a reservation...be required to take so many hours in Indian studies..."

0136

Wanda Abramowski

- p. 127 "I want to see a full-time teacher teaching a cultural class...Native American History...Native American language..."

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RECOMMENDATIONS

The Minnesota Chippewa Tribe would like to make the following recommendations which we feel would strengthen existing educational programs and increase the educational opportunities for Indian people in Minnesota.

1. STATEMENT OF PROBLEM: At present there is no accurate data collected on Indian students in public schools and post-secondary educational programs which would help identify specific needs areas, both the symptoms and the source, and assist with the development of programs to meet those needs.

RECOMMENDATION: That the State Department of Education conduct a statewide needs assessment which will:

1. Identify the numbers and percentages of Indian students enrolled in public schools by school district and attendance area.
2. Identify the number and percentages by school district and attendance area of Indian school administrators, certified and non-certified teachers, aides and counselors.
3. Identify dropout rates by school district of Indian students in public schools and the dropout rates of Indian students enrolled in post-secondary institutions.
4. Identify placement rates of Indian children in special education or "handicapped" programs as compared to non-Indians in both school district and attendance areas and the reasons for placement.
5. Identify Indian children who are handicapped and are not receiving special educational services and why.
6. Identify Indian students who are high achievers or exceptional students and the placement rate of these students in accelerated programs.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

7. Identify by district and attendance area the number and percentage of disciplinary referrals of Indian students as compared to non-Indian students and the reasons why.
8. Identify number and percentage by school district and attendance area of Indian students participating in extra-curricular activities.
9. Identify school districts which offer Indian studies courses and provide an evaluation of such courses.
10. Assess and disseminate all resources and programs available within the state to meet the special educational needs of Indian students and adults.

The above study should be conducted with the consultation of the local Indian communities and the local educational agencies.

- II. STATEMENT OF PROBLEM: Many school districts have expressed an interest in developing and implementing Indian studies courses in the school curriculum, but have been hindered by the lack of certified Indian teachers who have an expertise in Native language or culture. Most Indian people who are knowledgeable in such areas do not possess the academic credentials for regular certification, therefore minimizing the resources available to the districts and limiting local participation in the school program.

RECOMMENDATION: That the State Board of Education establish an "eminence credentials" category of teacher certification for those Indian people who possess knowledge and competency in Native American language and culture and that such certification would have equal status with other state teacher certification. (See attachment on California's eminence certification for native people.)

- III. STATEMENT OF PROBLEM: There is almost nonexistent participa-

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

tion of Indian people on local school boards, particularly in those districts on or near reservations, resulting in little input from the Indian community in the decision and policy making processes which affect the education programs for their children.

RECOMMENDATION: That the State Board of Education commission a study to review and analyze all school districts with at least 30% Indian enrollment to determine the percentage and geographic location of the Indian population in the district and the percentage of Indian school board members and provide feasible options which may ensure equitable representation of Indian people on local school boards. Such study should be conducted in consultation with local tribes, Indian organizations, and local school boards.

- IV. STATEMENT OF PROBLEM: Most of the teachers of the Indian students in the public schools are neither aware of nor sensitized to the different life styles and cultures of the students they teach. Often times such lack of knowledge and sensitivity creates a hostile school environment for both the student and teacher, thus resulting in higher dropout rates and lower achievement levels for the Indian student and an increasing frustration for the teacher.

RECOMMENDATION: That all teachers certified to teach on or near an Indian reservation or in a district that has at least 30% Indian students enrolled be required to complete a prescribed number of hours in Indian culture.

- V. STATEMENT OF PROBLEM: Much of the conflict which arises between Indian and non-Indian (particularly students) is the result of a misunderstanding or a lack of understanding of the legal and federal status of Indian people. Indian students and parents

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

are often led to believe that their presence in the school district creates a burden or financial hardship on the district, when, in fact, many times the Indian students bring more money to the district than the non-Indian, e.g. JOM, Title IV, PL 874. Both Indian and non-Indians need to learn about and understand the Indian-federal relationships and the structure and function of local tribal governing bodies.

RECOMMENDATION: That a unit on the Federal-Indian relationship and local tribal governments be developed and implemented as a part of the required social studies curriculum for Minnesota public schools. (NOTE: The Minnesota Chippewa Tribe has submitted a proposal to Title IV of PL 92-318 for the development of a Tribal government curriculum unit.)

VI. STATEMENT OF PROBLEM: Very few school districts offer curriculum units which are related to the life styles of the Indian community both past and present, thus limiting the relevancy of the educational experience for the Indian student.

RECOMMENDATION: That authentic curriculum units be introduced in the public school system in all schools in the state and that these Native American culture courses should be a part of the regular curriculum funded by local monies and not dependent on special or categorical aid, and that the State Department of Education should provide direction and assistance to school districts wishing to establish Native American culture classes.

VII. STATEMENT OF PROBLEM: One of the greatest needs of Indian education in the state of Minnesota is the adoption of a state policy on Indian education which reinforces the state responsibility towards Indian people in providing an adequate edu-

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

cation for its citizenry and at the same time recognizes the unique relationship between Indian tribes and the federal government and the rights and privileges Indian people enjoy which have evolved from two centuries of tribal and government negotiations. Such policy would clarify the state's responsibility and would provide direction not only to the State Department of Education but also to all local educational agencies for identifying needs and developing programs to meet the educational needs of Indian children and adults.

RECOMMENDATION: That the State Board of Education and the State Department of Education adopt a declaration of policy on Indian education which recognizes state and federal responsibilities for Indian education, the unique relationship of tribes with the federal government and the special educational needs of Indian people, with a statement of objectives and proposed activities for implementation. Such policy should be developed in consultation with Indian tribes and organizations.

VIII. RECOMMENDATION: That the provision of the CFR. Title 45, Chapter 45, part 115.14, be adhered to by local educational agencies and the provision be monitored by the State Department of Education and the Minnesota Chippewa Tribe.

§115.14 Assurances and parental participation with respect to Indian children for application under section 3.

(a) Each application for payment under section 3 (a) or section 3 (b) of the Act which is based upon children who reside on or reside with a parent employed on Indian lands (as included within the definition of Federal property under section 403 (1)(A) of the Act) shall set forth adequate assurances that Indian children will participate on an equitable basis in the school program of the applicant local educational agency.

(Publ. L. 92-318, section 411 (a); (20 U.S.C. 240(a)(2).)

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(b) Each application based upon children as described in paragraph (a) of this section shall:

(1) Set forth such policies and procedures as will ensure that programs and projects assisted under the application have been planned and developed, and will be operated in consultation with, and with the involvement of parents of, the children to be served by such programs and projects. Applicants must submit a brief statement describing such policies and procedures with each application;

(2) Be submitted with assurances that such parents have had an opportunity to present their views with respect to the application; and

(3) Set forth policies and procedures for adequate dissemination of program plans and evaluation to such parents and the public. Applicants must submit a brief statement describing such policies and procedures with each application.

(c) It shall be the responsibility of the applicant local educational agency to provide the parents of such children:

(1) Opportunity to make recommendations to the local educational agency concerning the needs of Indian children;

(2) Opportunity to consult with the local educational agency concerning the ways in which such parents can assist their children in realizing the benefits to be derived for the educational program of the local educational agency; and

(3) Opportunity to present their views to the appropriate school personnel concerning the educational program and parental participation.

(20 U.S.C. 1231d; Pub. L. 92-318, section 411(a))

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

The scope of this report is to communicate to the State Board of Education the functions, duties, and responsibilities of the Minnesota Chippewa Tribe as related to Vocational Education and the Tribal concerns and recommendations relating to the services or lack of services available through the Minnesota Vocational Education System. The narrative of this report is divided into the following sub-groups.

DESCRIPTION OF PROGRAM

A definition of services provided by the Minnesota Chippewa Tribe to persons seeking either institutional vocational training or assistance in obtaining and holding full-time employment.

DEFINITION OF PROBLEMS

Within the Vocational Education arena Indian people are confronted with many problems. Some of these problems are defined in this report. By better understanding the problems that confront the Indian community, the vocational establishment can better meet the "needs of the people."

RECOMMENDATIONS

Past experiences have exposed many areas of concern; therefore, the Minnesota Chippewa Tribe wishes to make recommendations to the State Board, which should be reviewed by the Division of Vocational Education for consideration and implementation.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RECOMMENDATIONS

An affirmative action enrollment policy must be developed and then mandated to each of the area schools. Districts not complying should be refused funding of both state and federal monies.

Enrollment and admissions procedures must be made more flexible. Admissions officers should be made aware of the Indian students' needs, so students who are recruited are justly admitted.

Pre-enrollment counseling is recommended. Students must be aware of vocational and employment opportunities. Students should be counseled into areas of their particular interest and abilities and not out of certain areas due to full enrollment.

A state-wide investigation should be made into the counseling procedures and human skill qualifications of all post-secondary counselors. Where necessary, Indian personnel should be employed to provide counseling services to Indian students.

In area schools where the services population includes Indian communities, that school "General Advisory Committee" should include Indian representation.

Basic skill programs offered, both prior to enrollment and while in training should be developed. Testing and evaluation of individual students could in many instances assist the student in not making the wrong choice.

The state and the local districts must develop personnel recruitment plans that over a period of time will secure and maintain Indian staff at all levels in the system.

The State of Minnesota should contract directly with local Tribal governmental agencies to provide adult education programs on each of the Minnesota reservations.

In areas where Indian students commute long distances, that area school should provide busing services.

Students should be provided with a meaningful orientation program upon entering area vocational-technical institutions. Such a program to include testing, evaluation, basic skill training, budget and money management training.

It is recommended that additional state monies be provided for the vocational education needs of the Indian community. Many needed programs would not be possible if they were entirely reliant upon existing federal funding.

It is recommended that a needs assessment be conducted of the state's Native American population. Such a procedure could assure efforts in eliminating inequities in vocational services.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

The White Earth hearing included representatives from the three public school districts of Bagley, Waubun and Mahnomen, plus the Pine Point Experimental School. See the map for the area of the state in which these districts are located.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS

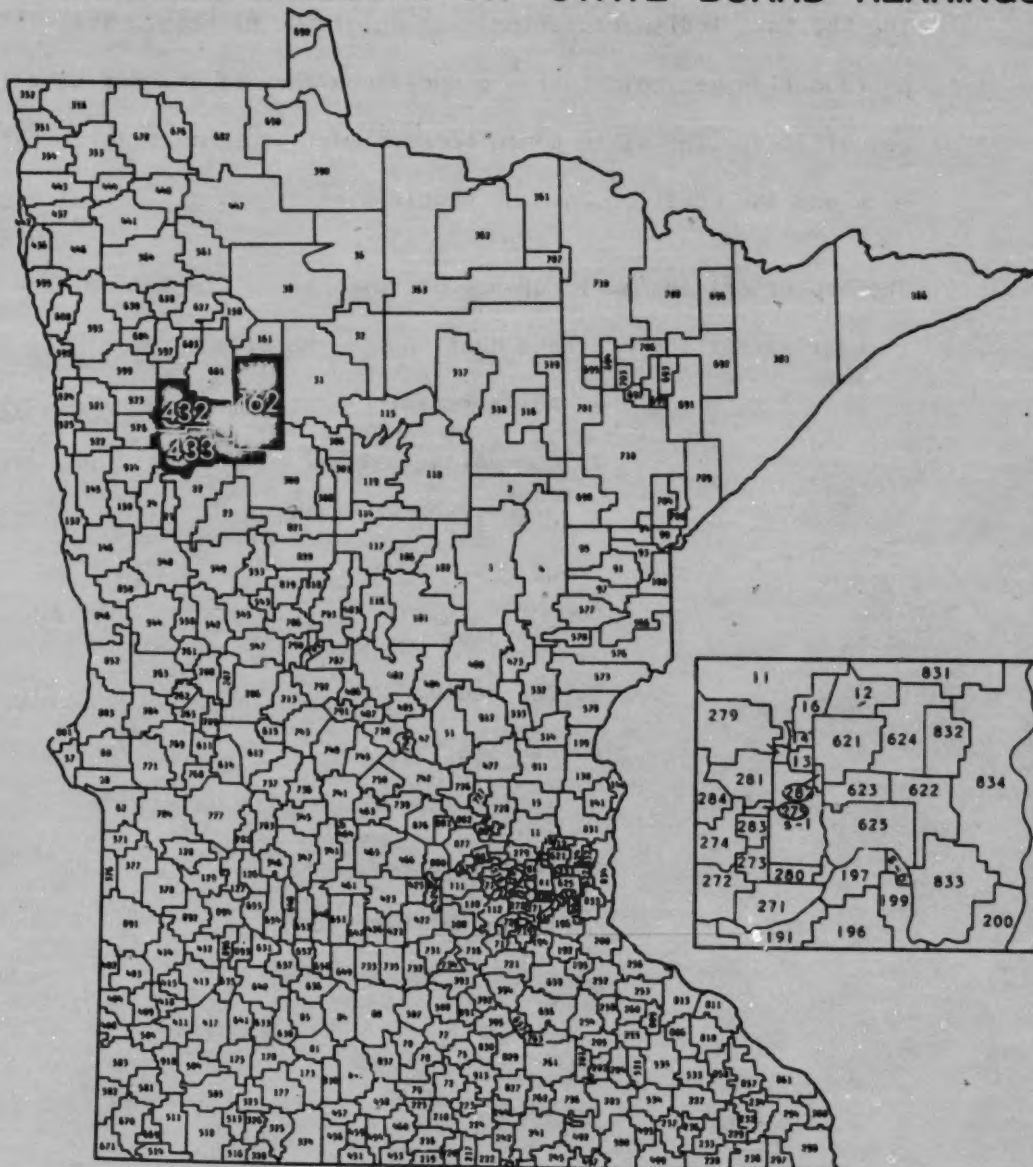
PRESENT AT THE STATE BOARD'S

06 - WHITE EARTH HEARING

1. Bagley #162
2. Waubun #433
3. Mahnomen #432
4. Pine Point Experimental
School (Indian Alternative
School)

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE
SCHOOLS PRESENT AT STATE BOARD HEARINGS



#06 White Earth Hearing Site

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

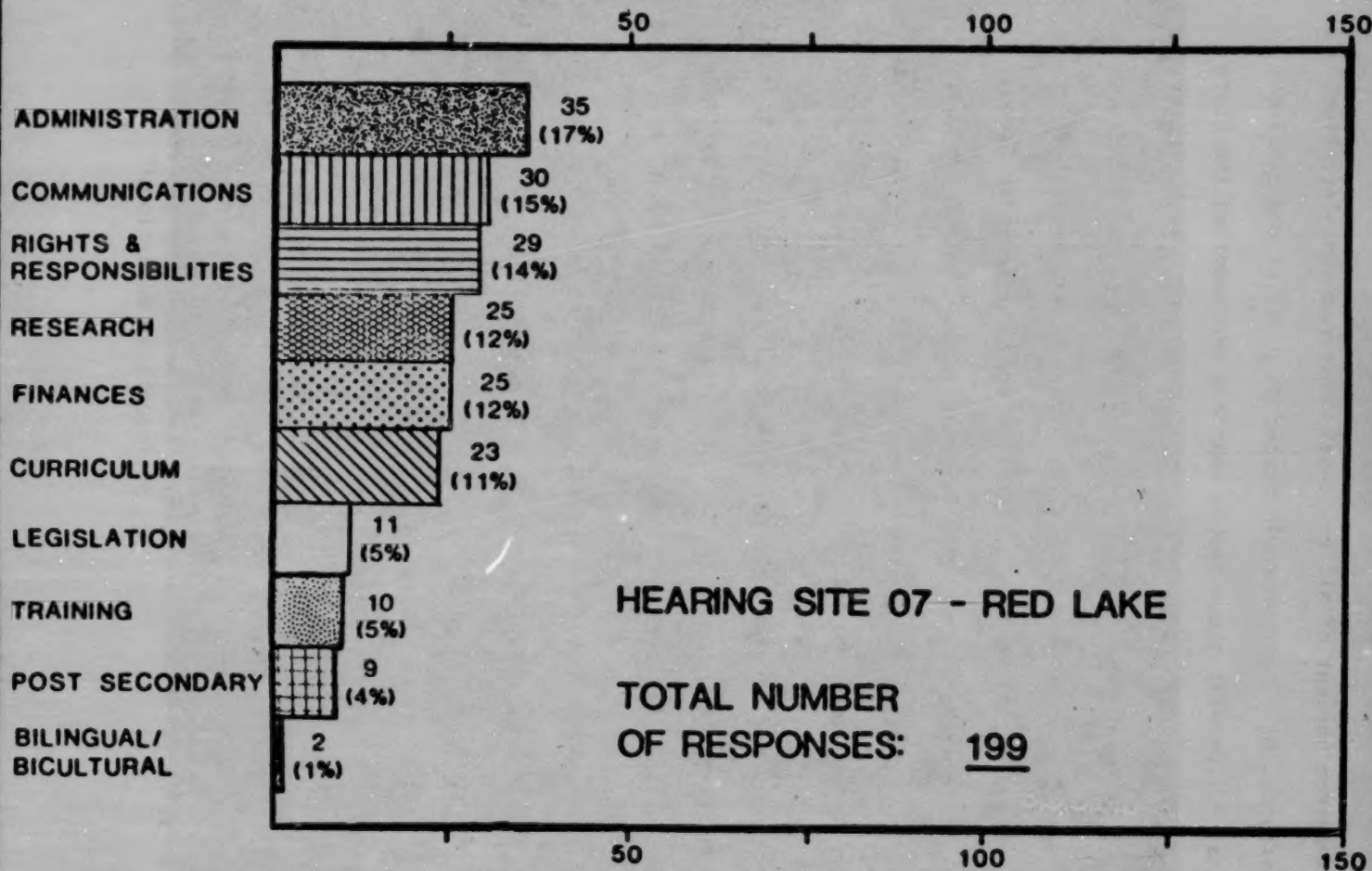
RED LAKE

The Red Lake Indian Education hearing of the Minnesota State Board of Education was held in the council chambers of the Red Lake Tribal Offices. Two state board members were present to take testimony and ask questions of the people testifying.

The top priorities by frequency of response in the ten major categories for the Red Lake hearing site were:

1. Administration
2. Communications
3. Rights/Responsibilities
4. { Research
Finances
5. Curriculum
6. Legislative
7. Training
8. Post-Secondary
9. Bilingual/Bicultural

RELATIVE PRIORITIES AS INDICATED
BY NUMBER OF RESPONSES PER MAJOR CATEGORY



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Seventeen percent of all responses concerned administration. For instance, Mr. Roger Jourdain stated on p. 22 of the testimony that "...we want these people that are representing the State Department, Larry Martin, we want him to be a lot more active, give him a lot more authority, a lot more freedom, a lot more flexibility to communicate here, directly with the council." Further, Mr. Byron Graves, Superintendent of Red Lake School District stated: "The State Department has been making policy decisions without consulting the people on the reservation... the tribal government people on the reservation..." (p. 35).

Although bilingual/bicultural only received 1% of the responses, some very strong and direct comments were made when testimony was given. (See section on quotations and recommendations.)

For further information regarding the ten major categories and the frequency of responses for the Red Lake hearing site, refer to the listing of direct quotations. Quotations for each major priority for Red Lake are listed to indicate the testifiers' concern for each particular category.

ADMINISTRATION

07

Celestine Maus
0148
p. 57

"...we are concerned with the State Department, the Indian Section's seeming to operate under the conflicting philosophy of education."

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COMMUNICATION

07

Byron Graves
0147
p. 35

"...very little communication between State Department people, School Board people, and Tribal government people."

RIGHTS/RESPONSIBILITIES

07

Byron Graves
0147
p. 33

"The State Department of Education fails to recognize the sovereignty of Indian Tribes."

RESEARCH

07

Delores Cloud
0150
p. 72

"...another concern...advocate of Indian students."

FINANCES

07

Roger Jourdain
0146
p. 14

"...requesting...action...to improve school facilities."

CURRICULUM/CERTIFICATION

07

Delores Cloud
0150
p. 71

"...certification of American Indian language teachers..."

LEGISLATION

07

Roger Jourdain
0146
p. 4

"...improvement of education...at..Red Lake Reservation is going to have to be brought to...legislators..."

TRAINING

07

Sister Elizabeth Theis
0151
p. 7a

"SUGGESTIONS...That there be a continuous program of inservice teacher education for all teachers on the reservation. The Human Relations course which is required by the State Department of Education is not adequate."

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POST-SECONDARY

07

Delores Cloud
0150
p. 72

"...educators for our Indian adults, without the benefit of a college degree, has resulted in many of our Indian adults completing, or going for, their general education diploma."

BILINGUAL/BICULTURAL

07

Delores Cloud
0150
p. 76

"Criteria for setting up guidelines...could be developed within a framework of the existing system but needs...direction from Indian people...for each area...whether it's Ojibwe, Winnebago, Dakota..."

At the Red Lake hearing site, there were thirteen testifiers. Ten (10), or 77%, were Indian and three (3), or 23%, were non-Indian. Of the school personnel represented, four were administrators (2 Indian, 2 non-Indian) and one was of the local Indian education staff. Most of the other testifiers were either in the tribal constituency (6) or advocate categories. Fifty per cent of the tribal constituency testifiers were of the sub-category tribal leader.

Please refer to the chart of "Testifiers' Data..." on the following page.

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TESTIFIERS' DATA BY HEARING SITE OF RACE, SEX AND OCCUPATIONAL DISTRIBUTION

HEARING SITE: Red Lake - (07)

Total No. of Testifiers	Racial Distrib.			Sex Distribution			Occupational Distribution			
	Race:	No.	%	Sex:	No.	%	Code No.	Occupational Title:	No.	%
13	Indian	10	77	Indian Male	6	46.1	03000	School Personnel		
	Non-Indian	3	23	Indian Female	4	30.7	03100	Administrators	4	100
				Non-Indian Male	1	7.9	03110	Indian	2	50
				Non-Indian Female	2	15.3	03120	Non-Indian	2	50
							03200	Professional Staff	0	-
							03210	Indian	0	-
							03220	Non-Indian	0	-
							03300	Non-Professional Staff	0	-
							03310	Indian	0	-
							03320	Non-Indian	0	-
							03400	Local Indian Education Staff	1	100
							03410	Indian	1	100
							03420	Non-Indian	0	-
							03500	Alternative Education Staff	0	-
							03510	Indian - Public	0	-
							03520	Non-Indian - Public	0	-
							03530	Indian - Non-Public	0	-
							03540	Non-Indian - Non-Public	0	-
							04000	Parent/Committee	0	-
							04100	Public	0	-
							04200	Non-Public	0	-
							05000	Student	0	-
							05100	Public	0	-
							05200	Non-Public	0	-
							06000	Advocate	2	100
							06100	Public	1	50
							06200	Non-Public	1	50
							07000	Tribal Constituency	6	100
							07100	Tribal Leader	3	50
							07200	Tribal Employee	2	33.3
							07300	Education Employee	1	16.7
							08000	Indian Education Employees	0	-
							08100	Federal Indian Educ. Employee	0	-
							08200	State Indian Education Employee	0	-
							08300	Nat'l Indian Educ. Organ. Employee	0	-

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Recommendations for the Red Lake hearing site concerned administrative or recommending policy statements from the State Board of Education, development of an Ojibwe language program, and parental involvement in the public and parochial schools. The actual quoted recommendations are on the following page.

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RED LAKE - (07)

RECOMMENDATIONS

- | | | |
|-----------------------------------|--------|--|
| 014
Judy Roy | p. 58 | "...request...people involved in Indian Education, on the State level,...reassess what their philosophy is..." |
| 0150
Delores Cloud | p. 70 | "I propose...a graduated approach... development of the Ojibwe language program..." |
| 0154
Earl Sargent | p. 115 | "I would like to see...a policy statement from the Department (of Education) regarding Indian education and Indian students..." |
| 0151
Sister Elizabeth
Theis | p. 7a | "SUGGESTIONS...that concerted efforts be made by the public and parochial school systems to get parental involvement...that units with materials specific to the Red Lake Reservation be prepared for the elementary and secondary schools." |

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

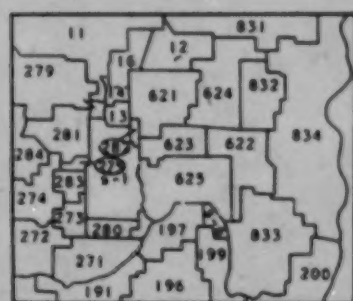
The Red Lake hearing site had testifiers from two school districts, Red Lake and Nett Lake. Sister Elizabeth Theis, Principal, gave testimony for St. Mary's Mission School, which is a Catholic school located on the Red Lake Indian Reservation. See the following map and table for further information.

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PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS
PRESENT AT THE STATE BOARD'S

07 - RED LAKE HEARING

1. Red Lake #038
2. Nett Lake #707



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RECOMMENDATIONS

According to the prior sections of the Minnesota Indian Education Hearings Report from the "Statewide Summary of Analysis Findings" to the "Hearing Summary of Analysis Findings-Minneapolis...Red Lake," specific recommendations were made to the Minnesota State Board of Education per the gaps that exist in the delivery of educational services to Minnesota Indian communities. Collectively these recommendations exemplify the gaps which exist in the delivery of various educational services to Indian people ranging from elementary through adult education and inclusive of public and non-public educational constituencies. Such gaps in the delivery of educational services either "exist but need improvement" or "do not exist and need to be initiated."

Whichever state of existence or non-existence describes the gap in delivery of educational services to Indian educational constituencies, it is significant to identify the gaps most frequently expressed in the testimonies. The following areas are the gaps in the delivery of educational services identified as priority:

1. Special state legislative action(s):
 - a. Indian dual citizenship rights
 - b. Indian education legislation/appropriations
 - c. Indian curriculum development
 - d. bilingual/bicultural education

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RECOMMENDATIONS

2. Special State Board of Education action(s):
 - a. recommend 1.a-d to the State Legislature
 - b. certification of Indian language/culture teachers
 - c. policy on Indian education
 - d. Indian education data collection, analysis and dissemination
 - e. Indian staff increases in LEA's
 - (1) recruitment, hiring and retention
 - (2) staff/teachers training programs
 - f. comprehensive planning for Indian education, spanning 5, 10, 15, 20 years...

Of the two primary areas of recommendations, neither supercedes the other, except when the "conflict ↔ resolution" situations that arise in Minnesota Indian communities demand "immediate" solutions. To date, the gaps in the delivery of various educational services to Indian communities have been filled only when situations reach crisis proportions. These testimonies will hopefully support the need for Indian education and meeting the speical needs of Indian children as a priority in education in the State of Minnesota.

The majority of legislation and appropriations for Indian educational problems, issues and concerns has had to be generated at the federal level due to the Indian dual-citizenship rights, whereby federal responsibility for Indian affairs supercedes states' responsibilities. Today, with more than fifty (50) per cent of the Indian student population attending public schools, it is no longer just a

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RECOMMENDATIONS

federal responsibility. States' responsibilities in Indian affairs have never been clearly defined because of the jurisdictional and supercessional powers unresolved. Does the tribe supercede the state or vice versa, if either supercessional power exists, when and in what instances?

With Indian self-determination rights a reality by federal legislation and appropriations, Indian dual citizenship rights exist without clarification per states' roles and responsibilities. However this area of rights is noticed, or unnoticed, by various state governments with significant populations of Indian people, it becomes the crux of many "conflict↔resolution" situations per Indian education. This occurs because education is a treaty right. The question to the State Board of Education is simply, "How do public schools fulfill a treaty right without legal clarification of the state's roles and responsibilities per treaty rights?"

Furthermore, "how can state departments of education fill the unmet special needs of Indian children when there is a lack of clarification of tribal vs states' rights?" Redefinitions in education so that gaps in the delivery of these services may be filled are some of the answers. An example of redefinition in education is in the area of Indian education data collection, analysis and dissemination. While the public schools are experiencing declining enrollments of the general student population, these same public schools may have

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RECOMMENDATIONS

an increasing Indian student enrollment, i.e. Minneapolis Public Schools. With this population decrease/increase, the funds per child should be distributed so that it would influence Indian education. If it is not influencing the education of Indian children, then it necessitates a redefinition of financial distribution.

However, before a redefinition of state and local educational finances occurs, further study is recommended per the enrollments, per pupil expenditures, etc. to ascertain which public school districts are experiencing an increased Indian student population.

In the past and present there has been considerable conflict, with very few resolutions, per data collection, analysis and dissemination about Indian children in public schools.

Public school personnel have difficulties with identifying Indian students by the "Fall Sight Counts;" therefore, discrepancies in number exist. Title IV Indian Education projects' parent committees and staff have assisted in correcting the discrepancies. Not all public school districts in Minnesota have Title IV parent committees to assist them with Indian student data discrepancies. Perhaps a state policy about Indian education can assist per the data needs.

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There are several other factors which influence the status of Indian education specifically in public schools. They are similar or coincide with the previously stated ones; however, it is a delineation of what created "desegregation" vs "Indian exclusive use" situations in public schools, i.e. Cass Lake, Onamia, or Duluth. The core or base of "desegregation" emerged in a legal reality called the Brown I and Brown II decisions.

Brown I and Brown II decisions influenced the 1964 Civil Rights Act. Through Title VI of the 1964 Civil Rights Act, "desegregation" as a viable public educational alternative for masses of minority and non-minority children became the national public educational policy supported by local, state and federal legislation and appropriations. Which brings us to our current status of Minnesota Indian education.

Earlier, the core or base of the Brown I and Brown II was mentioned but not delineated. The achievement data of Black children influenced the "desegregation" decisions which in essence are the core or base data for the public educational policy which now exists. Since Brown I and Brown II, continuous and consistent educational data about minority and non-minority children has not been collected and analyzed for comparisons and the effects of "desegregation" as a national public educational policy.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

RECOMMENDATIONS

A few instances where Indian children have attended public schools have witnessed beneficial changes in Indian children's participation. This calls for further examination of what has actually been happening by analysis of educational data on Indian children. Although disproportionate inclusion or exclusion of Indian children in various educational service areas might be determined "unequal educational opportunities," it is not likely that equal educational opportunities lie in the legal reality of racial entity, but, rather, political entity.

Various education data, i.e. evaluation reports of various Indian education projects, etc., need to be analyzed for patterns of significant change and/or influence on the status of Indian children in public and/or non-public schools.

In order to examine more closely the broad spectrum of Indian education with quality and quantity, there are several recommendations worthy of consideration. These are:

1. comprehensive Indian education planning for 5, 10, 15, 20 years, hence by state, tribal and local educational constituencies
2. state financing of Indian education
3. state board of education actions
4. special state legislative actions

Further study will necessitate more state Indian education agency staff persons and a closer examination of the roles and responsi-

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bilities of a section vs a division vs a department of Indian education at the state level. Whatever is done, it calls for further study in specific areas with some specific plans. The analysis of the testimonies focuses specific target areas for closer examination; however, the problem is not in what to study, but in how to do it, the plan. No longer can sweeping national educational policies effectively determine the needs or meet the needs of Indian people. Sporadic efforts to plan to meet the needs of Indian education, on a national level, are in the past. All levels of government and various Indian education constituencies must begin to plan consistently for the education of Indian people.

In January, 1976, in Albuquerque, New Mexico, the Navajo Department of Education provided a unique model of a comprehensive Indian educational plan spanning 20 years. Perhaps in the tradition of Indian people we could "share" in our efforts to plan for more than just a few short years, how to better educate Indian people, regardless of tribal affiliation, without sweeping national education policies that do not meet the needs or die from political winds that change direction.

On the following pages are charts of:

1. State Board of Education Recommendations to State Department of Education staff during the hearings
2. a survey for state policies and appropriations that exist in other states per Indian education
3. Minnesota Indian curriculum development efforts
4. comparisons of the findings of three reports on Indian education.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

SURVEY

STATE INDIAN EDUCATION AGENCIES AND STATE DEPARTMENT OF EDUCATION'S

POLICIES/APPROPRIATIONS

STATE	SIEA		Policy Re Indian Ed.		STATE APPROPRIATIONS FOR INDIAN EDUCATION			
	Yes	No	None	On file	None	SIEA Only	To LEA's w. Ind. St.	Other
Members of 13-State Consortium to Upgrade Indian Education								State Ind. Scholarship
* MINNESOTA	x		x			x		
SOUTH DAKOTA	x			x		x		
MONTANA	x							
WASHINGTON	x							
ALASKA	x							
CALIFORNIA	x			x				
ARIZONA	x							
NEW MEXICO	x							
COLORADO								
OKLAHOMA	x							
MICHIGAN	x							
NEW YORK	x							
NORTH CAROLINA	x							
** WISCONSIN		x						

*Host State

**Voluntary member, not proposal member of Consortium

***This survey is to be completed later.

SAMPLE SURVEY OF MINNESOTA INDIAN CURRICULUM DEVELOPMENT

PUBLIC SCHOOL DISTRICT	TYPE OF FUNDING:					LENGTH OF TIME PROJECT			TRIBE(S)	TYPE OF CURRICULUM PRODUCTS
	Federal	Tribal	State	Private	Local	From	To	Years		
MINNEAPOLIS P.S.				X	X	1974	1977	3	Ojibwe Dakota Winnebago	Completed units K-12, all subjects
ST. PAUL P.S.	X					1975	1977	2	Ojibwe Dakota Winnebago	Completed units K-12, all subjects
DULUTH			X			1976	1978	2	Ojibwe	6 Readers
GRAND PORTAGE			X			1976	1979	3	Ojibwe	1-6

* Other school districts need to be surveyed.

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SUMMARY OF STATE BOARD SDE STAFF ASSIGNMENTS

These eight areas of needs were expressed by state board members, and Department of Education staff members were requested to check further into these needs:

1. A need for more information on Title IV...i.e. help in proposal writing...understanding of Rules and Regulations.
2. A low percent of Indian youth and adults taking advantage of A.V.T.I.'s. A need to communicate with Division of Vocational Education and Division of Vocational Rehabilitation.
3. A need to address the Special Assistant Attorney General concerning at what point library books and school textbooks become negative or slander Native Americans.
4. A need to check further into testing Indian children in Minnesota...oral sort of testing...input needs to come from many facets of Indian country.
5. A need to address the Attorney General's office as to whether Foundation Aid can follow students enrolled in alternative schools.
6. A need for further check into Teachers' Certification regulations...Human Relations courses.
7. A need for more Indian people on school boards...there should be redrawing of district lines or possibly elections by precincts.
8. A need for copies of Minnesota Law #173 on desegregation and discrimination to be distributed.

STATE BOARD OF EDUCATION MEMBERS' STATE DEPARTMENT OF EDUCATION STAFF ASSIGNMENTS

Staff Code#	Commissioner or Director	Hearing site Code#, page#	Content Analysis Code#	What was the assignment?
(1)0600	Dr. Antell	02 p.34	222 219	A shortage of...low percentage of Indian youth going to A.V.T.I...examine whether we are missing the boat by not having programs into the A.V.T.I.'s that would give job relative skills...Donna Oren.
(2)0601	Larry Martin			
(3)0601	Larry Martin	02 p.35	217 219	Setting up a meeting with Hal Bjorkland about the special needs fund...voc. language ...consumer ed...economics...Donna Oren.
(4)0601	Larry Martin	02 p.27	207	Try to supplement money for I.A.B.E. with Title IV money...Donna Oren
(5)0601	Larry Martin	02 p.51	175 178	Address the Special Ass't. Attorney General service and find out at what point library textbooks practice negative libel or slander. Brought up again with Dr.Antell in the Duluth hearings #05, p.91
(6)0600	Dr. Antell	02 p.122	84	Commence a dialogue with staff and other people about testing in Minnesota...oral sort of testing...input needs to come from many facets of the Indian country in this area directed by Ruth Myers and Dr. Burton.
(7)0601	Larry Martin			
(8)0601	Larry Martin	02 p.129	125 129	Address the Attorney General's office...Is there a way in which Foundation Aid can follow the student in case of alternative schools ...Copies of court cases to be sent to Larry or Will by Larry Leventhal.
(9)0500	Dr. Burton	01	166	Need to check with Von Valletta about certification regulations...human relations courses...
(10)0601	Larry Martin	03	113	Indian Education Section to give advice on Title IV for Rochester area to Ms. Maxine Lubben.

STATE BOARD OF EDUCATION MEMBERS' STATE DEPARTMENT OF EDUCATION STAFF ASSSIGNMENTS

Staff Code#	Commissioner or Director	Hearing site Code#, page#	Content Analysis Code#	What was the Assignment?
(11)0601	Larry Martin	03 p. 199	116 113 122	Get in contact with Indian Ed. Section to write proposals...Council on Quality Education...Consolidated Title IV...
(12)0601	Larry Martin	04 p. 95	217	Need for person to get in contact with Vocational field...Alex Holmes 0076.
(13)0601	Larry Martin	05 p. 236	217	See if staff can assist in setting up a communication between #0119 Bill Badotte and Division of DVR for expansion of services.
(14)	Nora Hakala			
(15)0600	Dr. Antell	06 p. 15	84	Dr. Burton requests: Look into third recommendation by Linda Oxendine and check with Attorney General and demographers...to determine what different decisions might do and how legal they might be.
(16)0601	Larry Martin			
(17)0601	Larry Martin	06 p. 131	86	Dr. Burton wants #0136 Wanda Abramowski to get information on National Foundation for the Humanities; he has information.
(18)0601	Larry Martin	07 p. 29	110	Mr. Tweeten asked for contract that was negotiated between the Bureau and the State to provide education for Indian childre. To be provided before Apr.12,1976,to State Board... Roger Jourdain.
(19)0601	Larry Martin	07 p. 118	239	Get a copy of law to #0154 Earl Sargent...? Chapter 173...a Minnesota law that schools cannot discriminate...a copy of law also requested to be sent to Roger Jourdain.

THE STATUS OF THE ABOVE-STATED SDE STAFF ASSIGNMENT IS: Mr. Larry Martin indicated on August 18,1976,that these State Board of Education SDE Staff Assignments had not been routed through proper channels to either the Commissioner or Assistant Commissioner in writing. Therefore, the status of the assignment is "unable to complete" due to the previously stated reason(s). No expected date of completion.

RECOMMENDATIONS GIVEN TO TESTIFIERS BY STATE BOARD MEMBERS

No.	To Whom	Hearing Site Code#, page#	Content Anal- ysis Code#	Recommendation
(1) 0031	Donna Oren	02	203	Recommended by Ruth Myers to contact St. Paul School System to provide teachers in consumer education and economics.
(2) 0031	Donna Oren	02 p.38	217	Recommended by Mr. Gasterland...strongly endorse working with A.V.T.I.'s.
(3) 0031	Donna Oren	02 p.39	218	Recommended by Ruth Myers to contact Jerry Guevarra about minority recruitment program.
(4) 0029	Henry Greencrow	02 p.53	121	Recommended by Ruth Myers to check with Title I about tutoring services.
(5) 0033	Eddie Benton	02 p.106	131 114	Asked by Mr. Gasterland if he would send to the board sources of revenue and budgets of the two alternative schools.
(6) 0076	Alex Holmes	04 p.101	203	Suggested by Dr. Burton to apply for community education program.
(7) 0221	Del Bakkum	05	121	Dr. Antell recommends COSEP program be shared at next division meeting.
(8) 0019	Bill Badotte	05 p.234	217	Mrs. Myers recommends that Mr. Badotte meet with State DVR Assistant Commissioner Gus Gehrke.

RECOMMENDATIONS GIVEN TO TESTIFIERS BY STATE BOARD MEMBERS

No.	To Whom	Hearing site Code#,page#	Content Anal- ysis Code#	Recommendation
(9)0121	Mike Archibald	05	167	Mrs. Myers recommends to continue to keep in touch with Consortium to find national Indian leaders to train Indian people to facilitate Human Relations workshops.
(10)0125	Larry Kitto	06 p.46	116	Request made by Dr. Burton to look into or examine term "outreach worker" in the Office of E.O. and CAP Agency.
(11)0126	Larry Aitken	06 p.56	100	Dr. Burton requests information get to State Board about statewide counseling for Indian students... school counselors...He is hoping something might be developed.
(12)0136	Wanda Abramowski	06 p.131	92	Dr. Burton wants her to have information about National Foundation for the Humanities.
(13)0137	Maxine Boswell	06 p.146	217	Ruth Myers thought she might try to facilitate a meeting with Maxine Boswell and DVR policy makers.
(14)0148	Mr. Celestine Maus	07 p.52	36	Mr. Tweeten requests annual report from Red Lake BIA superintendent sent to Larry Martin...information should be helpful to Board...
(15)0150	Delores Cloud	07 p.81	217	Ruth Myers and Mr. Tweeten suggest Delores Cloud get in touch with Mr. Gehrke for DVR services.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

There have been numerous studies and reports made about Indian Education, i.e. the commonly called Meriam Report (1968) and the U.S. Senate Report (1969), which are chosen for comparison with the Minnesota State Board of Education's Subcommittee on Indian Education Hearings Report (1976). These two reports have been selected on the basis that they were the most extensive analyses of testimonies/surveys of Indian people concerning education. If the analysis of the American Indian Policy and Review Commission's Task Force on Indian Education were published at this date, it would have been the fourth study in our comparisons of Indian Education.

The review of the three reports enabled isolation into major findings and recommendations as tabled below. Major findings and recommendations are revealing in that the recommendations found in the 1928 Meriam Report are repeated in the 1976 Minnesota Indian Education Hearings. Statements listed in the tables are not interpretations of the reports, but actual quotations. Minnesota's Indian Education Hearings quotes are taken from the transcripts of oral and written testimonies.

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

MERIAM REPORT 1928

U.S. SENATE REPORT ON INDIAN EDUCATION 1969

MINNESOTA STATE BOARD OF EDUCATION INDIAN EDUCATION HEARINGS 1976

1) ADMINISTRATION

"The first and foremost need in Indian education is a change in point of view...stress...upbringing in the natural setting of home and family life." 1

1) ADMINISTRATION

"The subcommittee recommends-That there be a set national policy committing the nation to achieving educational excellence for American Indians: to maximum participation and control by Indians in establishing Indian education programs; and to assuring sufficient Federal funds to carry these programs forward." 2

1) ADMINISTRATION

"We want a school conducive to learning that's consistent with culture and life-style of... Indian people." 3

2) INDIAN SELF-DETERMINATION

"(Indian Education) must teach interdependence and reliance upon their own efforts...effect in putting the Indian on his feet." 4

2) INDIAN SELF-DETERMINATION

One theme running through all our recommendations is increased Indian participation and control of their own education programs. For too long, the nation has paid only token heed to the notion that Indians should have a strong voice in their own destiny." 5

2) INDIAN SELF-DETERMINATION

"Recommendation: That the State Board of Education recognize the Minnesota Chippewa Tribe as the only bonafide, legal and constitutional governing authority for Chippewa Indians...and delegate the State Indian Education Section to answer to it and the State Board in all matters involving Minnesota Chippewa Indians." 6

3) CURRICULUM-TOTAL PRIORITIES

"The present is a particularly good time to undertake the revisions of the curriculum...such a revision is so urgently needed!" 7

3) CURRICULUM-TOTAL PRIORITIES

"The Subcommittee recommends: That a major effort be undertaken immediately to...develop culturally sensitive curriculum materials..." 8

3) CURRICULUM-TOTAL PRIORITIES

"Accurate...relevant materials... are needed in the schools...Many of the materials are either distorted or inaccurate or non-existent. The impact on Indian children is devastating." 9

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

MERIAM REPORT 1928	U.S. SENATE REPORT ON INDIAN EDUCATION 1969	MINNESOTA STATE BOARD OF EDUCATION INDIAN EDUCATION HEARINGS 1976
4) <u>CURRICULUM-INDIAN MATERIALS DEVELOPMENT</u> "The special curriculum opportunity in Indian schools is for material based upon the ascertained needs of Indian boys and girls...needs to have his own tribal life used...Indian geography... Indian history...Indian arts." 10	4) <u>CURRICULUM-INDIAN MATERIALS DEVELOPMENT</u> "The curriculum in both federal and public schools serving Indian children should include substantial information about Indian culture and history and factual material about contemporary Indian life. This is important for both Indian and non-Indian children..." 11	4) <u>CURRICULUM-INDIAN MATERIALS DEVELOPMENT</u> "We need Indian classes in history...we need Indian literature classes." 12 "...schools' curriculum must be planned to meet the educational needs of Indian students." 13
5) <u>TEACHER TRAINING</u> "The surest way to achieve the change...that is imperative in Indian education is to raise the qualifications of teachers..." 14	5) <u>TEACHER TRAINING</u> "...new programs to train native teachers are required immediately...A special effort should be made to recruit Indians into teacher-training programs..." 15	5) <u>TEACHER TRAINING</u> "Suggestion:...all new teachers ...have an intensive...pre-school workshop...include the history of the reservation, the culture and values of...Indian people." 16
6) <u>STAFF SELECTION</u> "...the government of the United States regularly takes into the instructional staff of its Indian schools teachers whose credentials would not be accepted in good public schools." 17	6) <u>STAFF SELECTION</u> "The number of Indian teachers in public schools is infinitesimal and even in the all-Indian BIA schools Indian teachers constitute only about 16 percent of the teaching staff." 18	6) <u>STAFF SELECTION</u> "How far has affirmative action gone?...There is an inadequacy of implementation..." 19

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

ERIAM REPORT 1928

U.S. SENATE REPORT ON
INDIAN EDUCATION 1969

MINNESOTA STATE BOARD OF
EDUCATION INDIAN EDUCATION
HEARINGS 1976

CLASSROOM MANAGEMENT POLICY

"...methods must be adapted to individual abilities, interests and needs...routine classroom methods...would not solve the problem. The methods of the average public school in the United States cannot safely be...applied to Indian Education." 20

7)CLASSROOM MANAGEMENT POLICY

"Indians are often promoted each year regardless of grades just so they can be kept in school, thus assuring the local district of receiving Federal aid because of the presence of Indian students. One public school district goes so far as to falsify Indian achievement test results..." 21

7)CLASSROOM MANAGEMENT POLICY

"We need a perspective wherein model educational programs are the reality for every student." 22
"...leave it open for students to do what they want to do... an incentive to improve themselves..." 23

FINANCES

"Doubling the amount of funds for government Indian education does not involve the expenditure of large amounts of money. The Indian education expenditure is one of the smallest items in the national budget...It takes more money to get qualified people than is at present paid in the Indian service..." 24

8)FINANCES

"The subcommittee recommends- That the funds available for the education of the American Indians be substantially increased, and that provision be made for advance funding of BIA education programs to permit effective planning..." 25

8)FINANCES

"...shabby, overcrowded public school...lack of basic resources" 26
"...sub-standard facilities" 27
"Need...basic support monies" 28
"Need...federal funds to improve facilities" 29

COMMUNITY EDUCATION

"...a genuine education program will have to comprise the adults of the community as well as the children...eliminate illiteracy" 30

9)COMMUNITY EDUCATION

"The subcommittee recommends- ...Elimination of adult illiteracy in Indian communities; ...Adult high school equivalency programs for all Indian adults...Readily accessible community colleges." 31

9)COMMUNITY EDUCATION

"Need...more...Indian Adult Education programs on reservations." 32
"...two-thirds of the adults have not advanced beyond elementary school...one-quarter of Indian adults are functionally illiterate." 33

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

FOOTNOTES

1. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report), c.1928,1971, Published: Johnson Reprint Corporation, N.Y., page 146
2. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Wash. D.C., page 106
3. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 04-page 127, Floyd Ballinger-0079
4. Brookings Institution, The Problem of Indian Administration, (commonly called the Meriam Report), c.1928,1971, Published: Johnson Reprint Corporation, N.Y., page 350
5. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Wash.D.C., page xlii
6. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 05-page 4a, Tom Peacock-0116
7. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report), c.1928,1971, Publ.: Johnson Reprint Corporation, N.Y., page 374
8. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Wash.D.C., page 116
9. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 01-page 56, Charles Robertson-0004
10. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report), c. 1928,1971, Published: Johnson Reprint Corporation, N.Y., page 372
11. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Washington D.C., page 105
12. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 05-page 44, Delma Grandlouis-0090
13. Ibid., 04-page 127, Floyd Ballinger-0079
14. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report), c. 1928,1971, Published: Johnson Reprint Corporation, N.Y., page 347
15. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Washington D.C., page 117
16. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 07-page 7a, Sister Elizabeth Theis-0151

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

FOOTNOTES

17. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report), c. 1928, 1971, Published: Johnson Reprint Corporation, N.Y., page 347
18. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Washington D.C., page 117
19. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 02-page 138, Artley Skinadore-0036
20. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report), c. 1928, 1971, Published: Johnson Reprint Corporation, N.Y., page 346
21. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Wash. D.C., page 53
22. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 05-page 21, Nora Hakala-0087
23. Ibid., 06 page 112, Jim Guy-0133
24. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report), c. 1928, 1971, Published: Johnson Reprint Corporation, N.Y., page 428, 429
25. 1969 Senate Report on Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Washington D.C., page 111
26. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 01-page 92, Joletta Birdbear-0008
27. Ibid., 02-page 89, Larry Leventhal-0034
28. Ibid., 06-page 163, Ardyth McCradie-0140
29. Ibid., 07-page 14, Roger Jourdain-0146
30. Brookings Institution, The Problem of Indian Administration (commonly called the Meriam Report) c. 1928, 1971, Published: Johnson Reprint Corporation, N.Y., page 349, 350
31. 1969 Senate Report of Indian Education, Indian Education: A National Tragedy-A National Challenge, U.S. Government Printing, Washington D.C., page 107
32. Minnesota State Board of Education's Subcommittee on Indian Education Hearings, 1976, 04-page 103, David Villebrun-0077
33. Ibid., 01-page 93, Joletta Birdbear-0008

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

LIMITATIONS

Resources made available for the analysis of the hearings transcripts, etc. were severely limited. These resulted in several limitations, which are:

1. time
2. data
3. personnel
4. budget.

Planning time for statewide and diverse hearings was "less than adequate." A reflection of the inadequate planning time occurred when the analysis of testimonies lacked a basis for consistency. For example, the expansion of the sample design and method could have occurred prior to the hearings with briefings of the Department, Division or Section staff and the State Board, or Subcommittee members, to clarify testifiers' statements, either written or oral, or both, with specific questions. Although questions were asked of testifiers, there was a need to be certain that each hearing site covered almost every major area of Indian education, and that when a major area was emphasized by the testifier, the testifier's opinion of the major area was indicated. Frequently, testifiers' statements cited an example, with no indication of its effectiveness, or non-effectiveness, or what the testifiers' expectations were.

This caused a lack of consistency or minimized the testifiers' statements about Indian education. Therefore, specific types of

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

LIMITATIONS

responses were also lacking in the response structure. If the hearings' panel members or Department staff would have asked specific questions for each testifier's statements, a basis for consistency within the types of responses structure would have existed. From this pre-planned response structure, a response structure key would have emerged for a more detailed and expansive analysis of the testimonies. This is an important consideration for further studies of the hearings process type.

Data had two limitations. These limitations are missing data and elimination of data. Due to the number of persons who had access to the data, some data were missing. This could have been avoided with more planning time and a pre-hearings decision about staff who would be responsible for the study and report. Another data limitations factor was in the area of data processing. Data processing eliminated many things from the analysis of the transcripts which were reflective of the "time pressures." Cooperation was very good between Indian Education and Education Data sections. However, "time pressures" caused the elimination of some data between the key punch and computer output analysis. If time had permitted, a careful cross-reference checking would have been done after key punch was completed to be certain that all data had been key punched; therefore, all data would have

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

LIMITATIONS

been analyzed on the computer output data.

Balancing of totals per category would have been easily accomplished. The two-week time loss experienced by the difficulty in balancing major and sub-categorical totals in all dimensions would have been minimized or eliminated. Data limitations would have been considerably minimized if personnel and budget resources had not been limited.

Personnel resources limited the study. Due to the Indian Education Section's staff summer leave schedules and the typical and continuous Section budget strains, i.e. restricted travel budget, Section personnel were minimally and sporadically available for the study. Non-professional staff was available on a temporary basis to work only on the study. Lack of extensive research experience by the non-professional staff caused delays. If money and time had permitted, a team of experienced professional staff could have expedited the study. Also, if time and money had permitted, inter-section and interdivision cooperation could have been planned to coordinate the services and expertise of Department staff to accomplish the study. This study did achieve some inter-section and interdivision cooperation with a small team of professionals; as indicated in the previous statement, time and budget would have increased staff expertise and quality and expedited the completion of the study.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

LIMITATIONS

Another limiting factor that influenced this study was budget. Budget resources were very limited. This affected personnel and data. When the financial resources made available to complete the analysis were not given a specified amount, it did not allow for a good plan to accomplish the analysis. Stage by stage, as budget resources were additionally required to complete the study, Indian Education Section management was expected to "find" financial resources. If a specified budget amount had been indicated, the analysis would have been expedited. Also, with a specified amount of finances to complete the study, data processing and personnel could have been expanded.

Recommendations for further study should take into consideration the four major limitations. Quality, as well as quantity, should be the major goal of any Indian education study. Within the parameters set by the limitations of this study, it was a quality report, rather than quantity, that was the primary objective established for completion of this report.

It is the author's concern that reasonable caution be exercised when reading this report. Readers should understand that the limitations of time, data, personnel, and budget were not always avoidable. Control of the limiting factors was not necessarily that of the Indian Education Section.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

LIMITATIONS

The Indian Education Section was expected to coordinate and complete the study. This study was a state action. Since the Indian Education Section has limited state funds for staff and programs, it was not possible for the Section itself to set aside a specific budgetary amount for the study. Although the Indian Education Section is expected to provide a series of educational services to Minnesota Indian communities, it is expected to do this with severely limited state financial resources. The Indian Education Section may be controversial to many Indian and non-Indian people and constituencies. These same constituencies expect on a daily or sporadic basis, an immediate and long-range delivery of Indian educational services on a limited budget. It is highly recommended that the Indian Education Section be expanded to offer the delivery of educational services on a comprehensive basis, rather than on an as-needed basis, or if a crisis occurs. The crisis delivery of services serves only as a band-aid.

This band-aid approach to Indian education has been the most severely limiting factor to meeting the special unmet needs of Indian children. Therefore, it is hoped that this section, "Limitations," be read with as much interest as the "Recommendations" section.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Definitions

1) Research: areas of educational data that should be collected, analyzed and disseminated by local education agencies, tribal/urban Indian educational consituencies and state departments of education on an as-needed basis or annually for documentation of public and non-public Indian education. The data may exist but need revisions, or may be new but need initiation. Example of data needs are:

- * Indian Public and non-Public school student and personnel counts
- * Indian student school participation factors
- * non-educational factors
- * achievement
- * student supportive services

2) Non-education factors: Factors which fall outside of the realm of control by an educational institution yet which effect Native American participation within that institution. These factors include:

- * economic stability/mobility
- * geographic isolation
- * social exclusion/racism/discrimination
- * availability of public and non-public day care programs
- * availability of public and non-public school transportation

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- * housing problems/programs
- * health care problems/programs
- * social services accessibility
- * recreational facilities accessibility
- * youth-oriented organizations
- * juvenile system programs
- * library services accessibility
- * security services (police/fire protection)
- * availability of public and non-public chemical dependency and drug abuse programs

3) Indian Student School Participation Factors: Factors which influence Native American participation within the public and non-public educational institutions. There factors are:

- * enrollment data
- * drop-out data
- * attendance data
- * retention data
- * suspension data
- * expulsion data
- * detention data
- * truancy data
- * alternative educational programs data

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

4) Student Supportive Services: special education programs and other support services which supplement the basic curriculum within public or non-public educational institutions. These programs include:

- * special education programs
- * career education programs
- * work-study programs
- * extra-curricular activities
- * tutorial services
- * student employment services
- * counseling programs
- * alternative educational opportunities for drop-outs, push-outs
- * juvenile justice system educational opportunities
- * summer school programs

5) Indian community: This term refers to an urban, non-reservation/ rural, reservation or tribal Indian community, in separate or in totality, or any mix thereof...

6) Staff: Refers to teachers, counselors, coaches, or any professionally or non-professionally employe person(s), other than administrative personnel, within any public or non-public educational institution(s).

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

7) Administration: Refers to principals, vice or assistant principals, directors, superintendents, school board personnel and officials by any other title who administrate public or non-public educational institution(s).

KEY CODE SHEET

Hearing Site

<u>Code#</u>	<u>Place</u>
01	Minneapolis
02	St. Paul
03	Red Wing
04	Cass Lake (Onegum)
05	Duluth
06	White Earth
07	Red Lake

Testifiers

<u>Code#</u>	<u>Name</u>
0001	Donald Bevis
↓	↓
0154	Earl Sargeant

Categories of Testifiers

<u>Code#</u>	<u>Category</u>
01000	Indian
02000	Non-Indian
03000	School Personnel
03100	Administrators
03200	Professional Staff
03300	Non-Professional Staff
03400	Local Indian Education Staff
03500	Alternative Education Staff
04000	Parent/Committee
05000	Student
06000	Advocate
07000	Tribal Constituency
07100	Tribal Leader
07200	Tribal Employee
07300	Education Employee
08000	Indian Education Employees
08100	Federal Indian Education Employee
08200	State Indian Education Employee

KEY CODE SHEET

Hearing Site

Code# Place

Testifiers

Code# Name

0200	Written Testimony Only
↓	
0279	
0500	State Board Members
↓	
0508	
0600	Dept. of Educ. Staff
↓	
0601	Persons

Categories of Testifiers

Code# Category

08300	National Indian Organizations' Employee
09000	Persons Giving Oral Testimonies (only)
09100	Persons Giving Oral & Written Testimonies
09200	Persons Giving Written Testimonies(only)
09300	Subcommittee on Indian Education
09400	Division-Ass't Commissioner
09500	Section-Director

<u>CODE #</u>	<u>STATE BOARD OF EDUCATION MEMBERS</u>	<u>SUBCOMMITTEE ON INDIAN INDIAN EDUCATION MEMBERS</u>	
0500	Dr. Daniel Burton	09300	02000
0501	Mr. Lorin Gasterland	09300	02000
0502	Mr. Henry Tweenen	09300	02000
0503	Ms. Ruth Myers	09300	01000
0504	Ms. Dorthea Chelgren		02000
0505	Dr. Erling Johnson		02000
0506	Mr. Henry Bromelkamp		02000
0507	Mr. Louis Smerling		02000
0508	Mr. David C. Brandon		02000

<u>CODE #</u>	<u>DEPARTMENT OF EDUCATION STAFF PERSONS</u>	<u>DIVISION OR SECTION</u>	
0600	Dr. Will Antell.	09400	01000
0601	Larry Martin	09500	01000 082000

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CODE SHEET

<u>Hearing Site</u>	<u>Testifiers</u>			<u>Testifiers Categories</u>			
	<u>Code #</u>	<u>Code #</u>	<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Occup.</u>	<u>Type of Testimony</u>
01	1.	0001	Donald Bevis	02000	M	03100	09000
	2.	0002	Duane Dunkley	01000	M	03100	09000
	3.	0003	Jay Kannesatega	01000	M	03100	09000
	4.	0004	Charles Robertson	01000	M	03200	09000
	5.	0005	Al Picotte	01000	M	03100	09000
	6.	0006	Jim O'Brien	01000	M	06000	09000
	7.	0007	George Mitchell	01000	M	06000	09000
	8.	0008	Joletta Birdbear	01000	F	06000	09000
	9.	0009	Gary Lussier	01000	M	03300	09000
	10.	0010	Joane Staples	01000	F	05000	09000
	11.	0011	Debbie Johnson	01000	F	05000	09000
	12.	0012	Loretta Ellis	01000	F	08300	09100
	13.	0013	Rebecca Murray	01000	F	08300	09000
	14.	0014	Rick Dunn	02000	M	08200	09000
	15.	0015	Jan Hausladen	02000	F	03300	09000
	16.	0016	John Poupart	01000	M	06000	09000
	17.	0017	Avis Poupart	01000	F	04000	09000
	18.	0018	Violet Reyes	01000	F	04000	09000
	19.	0019	Clyde Bellcourt	01000	M	03500	09000
	20.	0020	Elaine Martin	01000	F	03500	09000
	21.	0021	Ralph Ware	01000	M	03500	09000
	22.	0022	Barry Blackhawk	01000	M	03500	09000
	23.	0023	Jerry Rockman	01000	M	03500	09000
	24.	0024	Ona Kingbird	01000	F	03500	09000
	25.	0025	Mark Self	01000	M	05000	09000

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>		<u>Testifiers</u>		<u>Testifiers Categories</u>			
Code #		Code #	Name	Race	Sex	Occup.	Type of Testimony
01	26.	0026	Dr. Silverberg	02000	M	06000	09000
	27.	0027	Diane Capra	02000	F	06000	09000
	1.	0200	Dennis L. Sargeant	01000	M	04000	09200
	2.	0201	Jacqueline Frederichs	01000	F	03400	09200

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>		<u>Testifiers</u>		<u>Testifiers Categories</u>			
<u>Code #</u>		<u>Code #</u>	<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Occup.</u>	<u>Type of Testimony</u>
02	1.	0028	Theodore Drake	01000	M	04000	09000
	2.	0029	Henry Greencrow	01000	M	03400	09000
	3.	0030	Ken Berg	02000	M	03100	09000
	4.	0031	Donna Oren	01000	F	03400	09000
	5.	0032	Charles Bugg	01000	M	04000	09000
	6.	0033	Eddie Benton	01000	M	03500	09000
	7.	0034	Larry Leventhal	02000	M	06000	09000
	8.	0035	Ralph Ware	01000	M	03500	09000
	9.	0036	Artley Skinadore	01000	M	06000	09000

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>		<u>Testifiers</u>		<u>Testifiers Categories</u>			
<u>Code #</u>		<u>Code #</u>	<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Occup.</u>	<u>Type of Testimony</u>
03	1.	0037	Daniel Mjolsness	02000	M	03100	09100
	2.	0038	Keith Wilkerson	02000	M	03100	09000
	3.	0039	John Quist	02000	M	03100	09000
	4.	0040	Jim Gedrose	02000	M	03200	09000
	5.	0041	James Rosasco	02000	M	03200	09100
	6.	0042	Robert Wallace	02000	M	03200	09000
	7.	0043	Howard Taylor	01000	M	03400	09000
	8.	0044	Curtis Campbell	01000	M	07100	09000
	9.	0045	Pat Enzs	02000	F	03100	09000
	10.	0046	Carol Taylor	01000	F	04000	09000
	11.	0047	Carrie Taylor	01000	F	05000	09000
	12.	0048	Sherrie Taylor	01000	F	05000	09000
	13.	0049	Posie Johnson	01000	F	07100	09000
	14.	0050	Robert Mayer	02000	M	03100	09000
	15.	0051	Virgil Mears	02000	M	03100	09000
	16.	0052	Vivian Campbell	01000	F	03400	09000
	17.	0053	Evelyn Nelson	02000	F	06000	09000
	18.	0054	Amy Stade	01000	F	04000	09100
	19.	0055	Glynn Crooks	01000	M	07100	09100
	20.	0056	Richard Anderson	02000	M	03100	09000
	21.	0057	Joan Columbus	01000	F	01000	09100
	22.	0058	Brenda Pendelton	01000	F	05000	09000
	23.	0059	Richard Flores	01000	M	03200	09000
	24.	0060	Lucy Taylor	01000	F	05000	09000
	25.	0061	John Johnson	01000	M	05000	09000
	26.	0062	Maxine Lubben	01000	F	05000	09000

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>		<u>Testifiers</u>		<u>Testifiers Categories</u>			
Code #		Code #	Name	Race	Sex	Occup.	Type of Testimony
03	27.	0063	Pat Kraut Kremer	02000	F	03200	09000
	28.	0064	Lucille Siemieniewski	01000	F	03400	09100
	1.	0203	Iola Columbus	01000	F	07100	09200

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Hearing Site	Testifiers		Testifiers Categories			
Code #	Code #	Name	Race	Sex	Occup.	Type of Testimony
04	1.	0065	Theresa	Johnson	01000 F 04000	09000
	2.	0066	Roberta	Wind	01000 F 04000	09000
	3.	0067	Mike	Schmidt	01000 M 03500	09000
	4.	0068	Janie	Fischer	01000 F 05000	09000
	5.	0069	Marian	Wind	01000 F 05000	09000
	6.	0070	Frank	Brown	01000 M 05000	09000
	7.	0071	Rose	Goggle Eye	01000 F 03500	09000
	8.	0072	Leo	Gotchie	01000 M 04000	09000
	9.	0073	Kevin	Fairbanks	01000 M 05000	09000
	10.	0074	Terry	O'Brien	01000 F 03300	09100
	11.	0075	Betty	Blue	02000 F 07200	09000
	12.	0076	Axel	Holmes	02000 M 03100	09100
	13.	0077	David	Villebrun	01000 M 07300	09100
	14.	0078	Joanne	Donald	01000 F 03400	09100
	15.	0079	Floyd	Ballinger	01000 M 03100	09100
	16.	0080	Robert C.	Speed	01000 M 03500	09100
	17.	0081	Don	Wedel	01000 M 03300	09000
	18.	0082	Bob	Aitken	01000 M 03400	09000
	19.	0083	Howard	Tom White	01000 M 04000	09000
	20.	0084	John	Schulling	02000 M 03100	09000
	1.	0204	Linda	Oxendine	01000 F 07300	09200
	2.*	0205	Tribal Constituency-MCT		*01000 - 07100	09200
	3.*	0206	Tribal Constituency-MCT		*01000 - 07100	09200
	4.	0207	Melvin	Eagle	01000 M 07300	09200
	5.*	0208	Tribal Constituency-MCT		*01000 - 07000	09200
	6.	0209	Donald	Sandstrom	02000 M 03100	09200

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>		<u>Testifiers</u>		<u>Testifiers Categories</u>			
Code #		Code #	Name	Race	Sex	Occup.	Type of Testimony
04	7.	0210	Douglas Sam	01000	m	00000	09200
	8.	0211	Donald Huesers	02000	w	01100	09200

*Group Written Testimony/no single person responsible for testimony.

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Hearing Date	Code #	Testifiers	Name	Testifiers Categories			
				Race	Sex	Occup.	Type of Testimony
05	1.	0085	Amelia LeGarde	01000	F	04000	09000
	2.	0086	Richard Pearson	02000	M	03100	09000
	3.	0087	Nora Hakala	01000	F	03400	09000
	4.	0088	Viola Foldes	01000	F	03400	09000
	5.	0089	Charlotte Makitalo	01000	F	05000	09000
	6.	0090	Delma Grandlouis	01000	F	05000	09000
	7.	0091	Clara Kozlowski	01000	F	06000	09100
	8.	0092	Chuck Adams	01000	M	06000	09000
	9.	0093	Pat Gordon	02000	F	03200	09000
	10.	0094	Les Northrup	01000	M	03400	09100
	11.	0095	William Diver	01000	M	03400	09000
	12.	0096	Sylvester Gokee	01000	M	06000	09100
	13.	0097	Willet Smith	01000	F	05000	09000
	14.	0098	William Houle	01000	M	07100	09100
	15.	0099	Clyde Atwood	01000	M	03400	09100
	16.	0100	Joyce Hughey	01000	F	06000	09000
	17.	0101	Eliza Jourdain	01000	F	04000	09000
	18.	0102	Rosemary Pohio	01000	F	03400	09000
	19.	0103	Ruthy Kangas	02000	F	04000	09000
	20.	0104	Sharon Secola	01000	F	05000	09000
	21.	0105	Gerald Gagnon	01000	M	03400	09100
	22.	0106	Manuel Pino	01000	M	06000	09100
	23.	0107	Andre Legarde	01000	M	05000	09100
	24.	0108	Bill Blackwell	01000	M	06000	09100
	25.	0109	David Peterson	02000	M	03100	09100
	26.	0110	Barry Bissonett	02000	M	03100	09100

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Hearing Site		Testifiers		Testifiers Category				
Code	#	Code	#	Name	Race	Sex	Occup.	Type of Testimony
05	27.	0111		Mary Dagen	01000	F	06000	09000
	28.	0112		Isabelle Strong	01000	F	03500	09000
	29.	0113		Bill Myers	01000	M	06000	09000
	30.	0114		Arnie Franks	01000	M	05000	09000
	31.	0115		Joy Peacock	01000	F	04000	09100
	32.	0116		Tom Peacock	01000	M	03500	09100
	33.	0117		John Anderson	01000	M	03100	09000
	34.	0118		Lewis White	01000	M	06000	09000
	35.	0119		Bill Badotte	01000	M	06000	09000
	36.	0120		David Martinson	01000	M	03400	09100
	37.	0121		Mike Archibald	01000	M	03500	09000
	38.	0122		Vern Zacher	01000	M	03400	09000
	39.	0123		Roger Aitken	01000	M	06000	09000
	1.	0212		June Wise	01000	F	03000	09200
	2.	0213		Bruce Sunde	01000	M	05000	09200
	3.	0214		Rita Ray	01000	F	07300	09200
	4.	0215		Edna Sarce	01000	F	06000	09200
	5.	0216		Mary Schwin	02000	F	03500	09200
	6.	0217		Ruth Beaulfiew	01000	F	04000	09200
	7.	0218		Adrienne Bendix	02000	F	06000	09200
	8.	0219		Russell Bryan	01000	M	07000	09200
	9.	0220		Eugene Zabinski	02000	M	03100	09200
	10.	0221		Dellin Bakkum	02000	M	03100	09200
	11.	0222		Elizabeth Boyd	01000	F	04000	09200
	12.	0223		Mabel Thompson	01000	F	03300	09200
	13.	0224		Louise Roati	01000	F	03400	09200
	14.	0225		Lorrie Roati	01000	F	05000	09200

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>	<u>Testifiers</u>			<u>Testifiers Categories</u>			
	<u>Code #</u>	<u>Code #</u>	<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Occup.</u>	<u>Type of Testimony</u>
05	15.	0226	Joyce Hughey	01000	F	06000	09200
	16.	0227	R.T. Brownell	02000	M	03100	09200
	17.	0228	Ernest Mustonen	02000	M	03100	09200
	18.	0229	Jerome Ronney	02000	M	03100	09200
	19.	0230	Odin Nystrom	02000	M	03100	09200
	20.	0231	Carol Jean McDougall	01000	F	04000	09200
	21.	0232	Caroline Anderson	01000	F	04000	09200
	22.	0233	Beverly Skogin	01000	F	04000	09200
	23.	0234	Mrs. Darrol Schmidt	01000	F	03400	09200
	24.	0235	Carol Jo Husnik	01000	F	04000	09200
	25.	0236	Elmer Salvog	01000	M	04000	09200
	26.	0237	Bruce Stark	01000	M	04000	09200
	27.	0238	John Slattery	02000	M	03100	09200
	28.	0239	Rita Boriin	01000	F	04000	09200
	29.	0240	Richard Hughey	01000	M	04000	09200
	30.	0241	Brad Hughey	01000	M	05000	09200
	31.	0242	Johanna Sam	01000	F	07000	09200
	32.	0243	Eugene Sam	01000	M	07000	09200
	33.	0244	Faron Chicag	01000	M	07000	09200
	34.	0245	Phyllis Sam	01000	F	07000	09200
	35.	0246	Mary Chicag	01000	F	07000	09200
	36.	0247	Albertina Columbus	01000	F	07000	09200
	37.	0248	Phyllis Boshey	01000	F	07000	09200
	38.	0249	Dawn Norton	01000	F	07000	09200
	39.	0250	Howard Pete	01000	M	07000	09200
	40.	0251	Ellen Sam	01000	F	07000	09200

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

Hearing Site	Testifiers		Testifiers Categories			
			Race	Sex	Occup.	Type of Testimony
Code #	Code #	Name				
05	41.	0252 Gary Boshey	01000	M	07000	09200
	42.	0253 Raymond Boshey	01000	M	07000	09200
	43.	0254 Ted Wilson	01000	M	07000	09200
	44.	0255 George Boshey	01000	M	07000	09200
	45.	0256 Pastor Stephey Dagen	01000	M	07000	09200
	46.	0257 Myrna Norton	01000	F	07000	09200
	47.	0258 Curtis Boshey	01000	M	07000	09200
	48.	0259 Gloria Boshey	01000	F	07000	09200
	49.	0260 Aunie Pete	01000	F	07000	09200
	50.	0261 Jeffrey Boshey	01000	M	07000	09200
	51.	0262 Lillian Boshey	01000	F	07000	09200
	52.	0263 Mal Pelkie	01000	M	07000	09200
	53.	0264 Joseph Kratt	01000	M	07000	09200
	54.	0265 Russell Columbus	01000	M	07000	09200
	55.	0266 Thomas W. Sam, Jr.	01000	M	07000	09200
	56.	0267 Robert Boshey	01000	M	07000	09200
	57.	0268 Andrea Peterson	02000	F	03200	09200
	58.	0269 Lorraine Oberg	02000	F	03100	09200
	59.	0270 Mike Lind	01000	M	06000	09200
	60.	0271 Robert Powless	01000	M	03100	09200
	61.	0272 Elizabeth Gurno	01000	F	07300	09200
	62.	0273 Renata Trotterchaude	01000	F	05000	09200
	63.	0274 Sandra Shabiash	01000	F	07300	09200

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>		<u>Testifiers</u>		<u>Testifiers Categories</u>			
Code #		Code #	Name	Race	Sex	Occup.	Type of Testimony
06	1.	0124	Linda Oxendine	01000	F	07300	09100
	2.	0125	Larry Kitto	01000	M	07300	09100
	3.	0126	Larry Aitken	01000	M	07300	09100
	4.	0127	James Cowan	02000	M	03100	09000
	5.	0128	Diane Goodwin	01000	F	04000	09000
	6.	0129	Georgianna Patneaude	01000	F	04000	09000
	7.	0130	Jim Weaver	01000	M	03500	09000
	8.	0131	Marge Bearden	01000	F	04000	09000
	9.	0132	J. Furuseth	02000	M	03100	09000
	10.	0133	Jim Guy	02000	M	03100	09000
	11.	0134	Gally Ann Warren	01000	F	04000	09000
	12.	0135	Darlene Sandman	01000	F	05000	09000
	13.	0136	Wanda Abramowski	01000	F	04000	09000
	14.	0137	Maxine Howell	01000	F	03200	09000
	15.	0138	David Snetsinger	01000	M	06000	09100
	16.	0139	Jerry Rawley	01000	M	07300	09100
	17.	0140	Ardyth McCradie	01000	F	03400	09100
	18.	0141	Allan Larson	02000	M	03100	09100
	19.	0142	Linda Johnson	01000	F	05000	09000
	20.	0143	Wildord Kier	01000	M	04000	09000
	21.	0144	Charlie Aitken	01000	M	04000	09000
	22.	0145	Jerry Buckanaga	01000	M	03500	09100
	1.	0275	Joyce Annette	01000	F	04000	09200

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

<u>Hearing Site</u>		<u>Testifiers</u>		<u>Testifiers Categories</u>			
Code #		Code #	Name	Race	Sex	Occup.	Type of Testimony
07	1.	0146	Roger Jourdain	01000	M	07100	09100
	2.	0147	Byron Graves	01000	M	03100	09100
	3.	0148	Celestine Maus	02000	F	03100	09100
	4.	0149	Judy Roy	01000	F	07200	09100
	5.	0150	Delores Cloud	01000	F	03400	09100
	6.	0151	Sister Elizabeth Theis	02000	F	03100	09100
	7.	0152	Joseph Reid	02000	M	07200	09100
	8.	0153	Elizabeth Boyd	01000	F	06000	09000
	9.	0154	Earl Sargeant	01000	M	06000	09100
	1.	0276	Royce Graves	01000	M	07100	09200
	2.	0277	Alvin Oliver	01000	M	07100	09200
	3.	0278	Joyce Oliver	01000	F	03100	09200
	4.	0279	Verna E. Wood	01000	F	07300	09200

TYPES OF RESPONSES PER MAJOR CATEGORIES BY RACE

KEY:

TYPES OF RESPONSES

- 0) exists, example of
- 1) exists, needs improvement
- 2) exists, dysfunctional eliminate
- 3) none exists, initiate
- 4) exists, good, continue to support
- 5) more than one response

RACE

01000	INDIAN
02000	NON-INDIAN

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

LEGISLATION: FEDERAL

- 11) Federal DOI/BIA - JOM/ISDA
- 12) Federal DHEW/OIE - IEA/TITLE IV
- 13) Federal DHEW/OE - OTHER TITLE PROGRAMS
- 14) Federal DHEW/OBE - BILINGUAL EDUCATION
- 15) Federal AIPRC TASK FORCE: INDIAN EDUCATION
- 16) Federal ACCOUNTABILITY

LEGISLATION: STATE

- 17) State Legislative Acts/Appropriations: Indian Education
- 18) State Board of Education Recommendations Re: Indian Education Legislation
- 19) State Indian Higher Education Legislation
- 20) State Indian Vocational-Rehabilitative Legislation
- 21) State Indian Alternative Education Legislation
- 22) State Indian Professional/Non-Professional Certification Legislation
- 23) State Indian Bilingual/Bicultural Education Legislation
- 24) State Indian Vocational-Technical Education Legislation

LEGISLATION: TRIBAL

- 25) Tribal Public Indian Education Legislation
- 26) Tribal Non-Public Indian Alternative Education Legislation

ADMINISTRATION: FEDERAL/REGIONAL

- 27) Federal/Regional DHEW/OE - Administrative Policy Re: Indian Education
- 28) Federal/Regional DHEW/OIE - Administrative Policy Re: Indian Education
- 29) Federal/Regional DHEW/OCR - Administrative Policy Re: Indian Education
- 30) Federal/Regional DHEW/OBE - Administrative Policy Re: Indian Education
- 31) Federal/Regional DOI/BIA - Administrative Policy Re: Indian Education

ADMINISTRATION: STATE

- 32) State Board of Education Administrative Policies Re: Indian Education
- 33) State Department of Education Administrative Policies/Programs Re: Indian Education

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

34) Board of Teachers' Standards and Certification Administrative Guidelines
Re: Indian Education

35) State Alternative Education Administrative Policies/Programs Re: Indian
Education

ADMINISTRATION: TRIBAL

36) Tribal Public Educational Administrative Policies/Programs

37) Tribal Non-Public Educational Administrative Policies/Programs

38) Tribal Educational Administrative Policies Re: Self-Determination

39) Tribal Educational Administrative Policies Re: Certification

ADMINISTRATION: URBAN

40) Urban Indian Public Educational Administrative Policies

41) Urban Indian Non-Public Educational Administrative Policies

42) Urban Indian Public Educational Administrative Policies Re: Certification

43) Urban Indian Non-Public Education Administrative Policies Re: Certification

44) Urban Indian Public Educational Administrative Policies Re: Self-Determination

45) Urban Indian Non-Public Educational Administrative Policies Re: Self-
Determination

ADMINISTRATION: NATIONAL

46) National Indian Education Agencies/Organizations Administrative Policies Re:
Indian Education

ADMINISTRATION: LOCAL

47) Local Educational Agencies Administrative Policies Re: Indian Education

48) Local Educational Agencies/Indian Education Committees' Administrative Policies
Re: Staff Selection

49) Local Educational Agencies Administrative Policies Re: Classroom Management
Procedures

RESEARCH: INDIAN SCHOOL PERSONNEL COUNTS

50) Indian Certified Public School Personnel Counts

51) Indian Non-Certified Public School Personnel Counts

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

- 52) Indian Certified Non-Public School Personnel Counts
- 53) Indian Non-Certified Non-Public School Personnel Counts

RESEARCH: INDIAN STUDENT COUNTS

- 54) SDE/LEA Fall Sight Student Counts
- 55) LEA/PAC Title IV Public School Student Counts
- 56) Tribal JOM Public School Student Counts
- 57) LEA/PAC Title IV Non-Public School Student Counts
- 58) Non-Public Indian Alternative Educational School Student Counts

RESEARCH: INDIAN STUDENT SCHOOL PARTICIPATION FACTORS

- 59) Indian Public School Enrollment/Drop-out Counts
- 60) Indian Non-Public School Enrollment/Drop-out Counts
- 61) Indian Public School Attendance/Retention Counts
- 62) Indian Non-Public School Attendance/Retention Counts
- 63) Indian Public School Suspension/Expulsion Counts
- 64) Indian Non-Public School Suspension/Expulsion Counts
- 65) Indian Public School Detention/Truancy Counts
- 66) Indian Public School Alternative Educational Programs' Student Counts

RESEARCH: NON-EDUCATIONAL FACTORS

- 67) Non-Educational Factor: Economic Stability
- 68) Non-Educational Factor: Geographic Isolation
- 69) Non-Educational Factor: Social Exclusion
- 70) Non-Educational Factor: Public Day Care Programs
- 71) Non-Educational Factor: Non-Public Day Care Programs
- 72) Non-Educational Factor: Public School Transportation
- 73) Non-Educational Factor: Non-Public School Transportation
- 74) Non-Educational Factor: Housing Problems
- 75) Non-Educational Factor: Health Care Programs
- 76) Non-Educational Factor: Social Services Accessibility

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

- 77) Non-Educational Factor: Recreational Facilities Accessibility
- 78) Non-Educational Factor: Youth-Oriented Organizations
- 79) Non-Educational Factor: Juvenile System Programs
- 80) Non-Educational Factor: Library Services Accessibility
- 81) Non-Educational Factor: Security (Police/Fire Protection) Programs
- 82) Non-Educational Factor: Chemical Dependency and Drug Abuse Programs - Public School
- 83) Non-Educational Factor: Chemical Dependency and Drug Abuse Programs - Non-Public School

RESEARCH: ACHIEVEMENT DATA

- 84) Statewide Indian Achievement Data Collection, Analysis and Dissemination
- 85) Indian Non-Public Alternative Educational School Achievement Data Collection, Analysis and Dissemination

RESEARCH: STUDENT SUPPORTIVE SERVICES

- 86) Indian Public School Special Education Programs
- 87) Indian Non-Public School Special Education Programs
- 88) Indian Public School Career Education Programs
- 89) Indian Non-Public School Career Education Programs
- 90) Indian Public School Work Study Programs
- 91) Indian Non-Public School Work Study Programs
- 92) Indian Student Public School Extra-Curricular Activities' Participation
- 93) Indian Student Non-Public School Extra-Curricular Activities' Participation
- 94) Indian Public School Personnel Extra-Curricular Activities' Supervisors
- 95) Indian Non-Public School Personnel Extra-Curricular Activities' Supervisors
- 96) Indian Public School Student Supportive Services: Tutorial
- 97) Indian Non-Public School Student Supportive Services: Tutorial
- 98) Indian Public School Student Supportive Services: Student Employment
- 99) Indian Non-Public School Student Supportive Services: Student Employment
- 100) Indian Public School Student Supportive Services: Counseling Programs

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

- 101) Indian Non-Public School Student Supportive Services: Counseling Programs
- 102) Alternative Educational Opportunities Available To Drop-outs/Push-outs:
G.E.D.
- 103) Alternative Educational Opportunities Available To Drop-outs/Push-outs:
May Never Complete Education
- 104) Alternative Educational Opportunities Available To Drop-outs/Push-outs:
Non-Public Alternative School
- 105) Alternative Educational Opportunities Available To Drop-outs/Push-outs:
Juvenile System
- 106) Public School Referrals to Juvenile Justice System: Indian Student Counts
- 107) Educational Opportunities in Juvenile Justice System
- 108) Juvenile Justice System Referrals To Indian Alternative Non-Public Schools
- 109) Number of Indian Students Referred by Juvenile Justice To Indian Alternative
Schools
- FINANCES: FEDERAL
- 110) Johnson-O'Malley Federal Financing of Public Indian Education
- 111) Johnson-O'Malley Federal Financing of Non-Public Indian Alternative Educational
Schools
- 112) Johnson-O'Malley Federal Financing of Public Indian Alternative Educational
Programs
- 113) Title IV Federal Financing of Public Indian Education
- 114) Title IV Federal Financing of Non-Public Indian Alternative Educational Schools
- 115) Title IV Financing of Public Indian Alternative Educational Programs
- 116) Other Federal Title Programs Financing of Public Indian Education
- 117) Other Federal Title Programs Financing of Non-Public Indian Alternative Schools
- 118) Other Federal Title Programs Financing of Public Indian Alternative Educational
Programs
- 119) Federal Indian Scholarships To Finance Indian Post Secondary Education

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

FINANCES: STATE

- 120) State Special Education Financing of Indian Education
- 121) State Title I Financing of Indian Education
- 122) State Council on Quality Education Financing of Indian Education Programs
- 123) State Indian Scholarships To Finance Indian Post Secondary Education
- 124) Other State Funding Resources To Finance Indian Education
- 125) State Financing of Non-Public Indian Alternative Educational Schools & Programs
- 126) State Financing of Public Indian Alternative Educational Schools & Programs
- 127) State Financing of Indian Bilingual/Bicultural Education
- 128) State Aids Financing of Public Indian Education
- 129) State Aids Financing of Non-Public Indian Education

FINANCES: LOCAL

- 130) Local Financing of Indian Education
- 131) Local Financing of Public Indian Alternative Educational Programs
- 132) Local Financing of Non-Public Indian Alternative Educational Schools

FINANCES: PRIVATE

- 133) Private Sector Financing of Public Indian Education
- 134) Bush Foundation Financing of Public Indian Education
- 135) Private Sector Financing of Non-Public Indian Alternative Educational Schools
- 136) Private Sector Financing of Public Indian Alternative Educational Programs
- 137) Bush Foundation Financing of Non-Public Indian Education

FINANCES: TRIBAL

- 138) Tribal Financing of Public Indian Education
- 139) Tribal Financing of Non-Public Indian Alternative Educational Schools
- 140) Tribal Financing of Public Indian Alternative Educational Programs
- 141) Tribal Financing of Public Bilingual/Bicultural Education
- 142) Tribal Financing of Non-Public Bilingual/Bicultural Alternative Schools
- 143) Tribal Financing of Public Bilingual/Bicultural Alternative Educational Programs
- 144) Tribal Scholarships To Finance Post Secondary Indian Education

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

COMMUNICATIONS: SCHOOL/COMMUNITY

- 145) Staff/Indian Student Public School Communications
- 146) Staff/Indian Student/Indian Parent Public School Communications
- 147) Public School Administration/Indian Education Committee Communications
- 148) Public School Administration/Indian Community Communications
- 149) Local School Board/Administration/Indian Education Committee-Community Communications
- 150) State Department of Education/Indian Education Committee Communications
- 151) State Department of Education/Indian Communities Communications
- 152) State Department of Education/Indian Non-Public Alternative School Communications
- 153) Local Education Agency/Indian Non-Public Alternative School Communications
- 154) Staff/Indian Student Non-Public School Communications
- 155) Staff/Indian Student/Indian Parents Non-Public School Communications
- 156) DHEW/OCR - Indian Education Community Communications

COMMUNICATIONS: INDIAN COMMUNITY VS. POLICY MAKING BODIES

- 157) Local Board of Education/Indian Communities Communications
- 158) State Legislature/Indian Communities Communications
- 159) State Board of Education/Indian Communities Communications
- 160) State Department of Education/Indian Communities' Communications
- 161) U.S. Congress/Indian Communities' Communications
- 162) Department of Interior - Bureau of Indian Affairs/Indian Communities' Communication
- 163) Department of Health, Education & Welfare - Office of Education/Indian Communities' Communications
- 164) Department of Health, Education & Welfare - Office of Indian Education/Indian Communities' Communications
- 165) Department of Health, Education & Welfare - Office of Civil Rights/Indian Communities' Communications

TRAINING

- 166) Human Relations Training Programs Re: Indian Education
- 167) Indian Developed Human Relations Training Programs

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

- 168) Indian Curriculum Development and Use Training Programs
- 169) Undergraduate Educational Training Programs Re: Indian Education
- 170) Graduate Educational Training Programs Re: Indian Education
- 171) Staff Career Development Training Programs Re: Indian Education
- 172) Indian Parent Education Workshop
- 173) Local School Board/Administrative Training Programs
- 174) Indian Student Training Programs
- CURRICULUM: EVALUATION
- 175) Evaluate Existing Education Materials
- 176) Statewide Indian Curriculum Guidelines
- 177) Listing of Indian Curriculum Materials
- 178) Ongoing Evaluation of Educational Materials
- CURRICULUM: INDIAN MATERIALS DEVELOPMENT, ASSESSMENT AND DISSEMINATION
- 179) Indian Materials Development, Assessment, Dissemination - Public/Elementary/
Secondary
- 180) Indian Materials Development, Assessment, Dissemination - Post Secondary
- 181) Indian Materials Development, Assessment, Dissemination - Non-Public/
Elementary/Secondary
- 182) Indian Staff Development, Assessment, Dissemination - Public/Elementary/
Secondary
- 183) Indian Staff Development, Assessment, Dissemination - Non-Public/Elementary/
Secondary
- 184) National Indian Materials Development, Assessment, Dissemination - Non-Public
- 185) State/Local Indian Materials Development, Assessment, Dissemination - Public/
Non-Public
- 186) State/Regional Library-Multi Media Indian Materials Development - Public/Non-Public
- 187) Bilingual Indian Materials Development, Assessment, Dissemination - Public/
Non-Public
- 188) Bicultural Indian Materials Development, Assessment, Dissemination - Public/
Non-Public

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

CURRICULUM: CERTIFICATION

- 189) Certification Guidelines Indian Professional/Non-Professional - Public/
Non-Public

CURRICULUM: TOTAL PRIORITIES

- 190) Total School Curriculum Priorities - Public/Non-Public
- 191) Federal Financing of Indian Curriculum Development - Public/Non-Public
- 192) State Financing of Indian Curriculum Development - Public/Non-Public
- 193) Local Financing of Indian Curriculum Development - Public/Non-Public
- 194) Private Financing of Indian Curriculum Development - Public/Non-Public
- 195) Financing of Special Indian Curriculum Development Projects - Public/Non-Public
- 196) Financing of Indian Curriculum Development Staff - Public/Non-Public
- 197) Financing of Indian Curriculum Development Training - Public/Non-Public

BILINGUAL/BICULTURAL

- 198) Statewide Indian Bilingual/Bicultural Education Programs
- 199) LEA/Indian Bilingual/Bicultural Education Programs
- 200) Tribal Bilingual/Bicultural Education Programs
- 201) Urban Indian Bilingual/Bicultural Education Programs
- 202) Indian Alternative Schools' Bilingual/Bicultural Education Programs

POST SECONDARY: COMMUNITY EDUCATION

- 203) Indian Community Education Programs
- 204) Indian Adult Education Programs
- 205) Indian Basic Education Programs
- 206) Indian Functional Illiteracy Programs
- 207) Indian G.E.D. Programs
- 208) Indian Community Education Student Counts
- 209) Indian Community Education Staff Counts
- 210) Indian Adult Education Student Counts
- 211) Indian Adult Education Staff Counts
- 212) Indian Basic Education Student Counts

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

213) Indian Basic Education Staff Counts

214) Indian Functional Illiteracy Data

215) Indian G.E.D. Student Counts

216) Indian G.E.D. Staff Counts

POST SECONDARY: VOCATIONAL EDUCATION

217) Indian Vocational Education Programs

218) Indian Vocational Education Staff Recruitment Programs

219) Indian Vocational Education Student Recruitment Programs

220) Indian Vocational Education Student Placement Programs

221) Indian Vocational Education Curriculum Development

222) Indian Vocational Education Student Counts

223) Indian Vocational Education Staff Counts

POST SECONDARY: HIGHER EDUCATION

224) Indian Higher Education Programs, i.e. Indian Studies

225) Indian Higher Education Staff Recruitment Programs

226) Indian Higher Education Student Recruitment Programs

227) Indian Higher Education Student Counts

228) Indian Higher Education Staff Counts

229) Indian Higher Education Student Placement Programs

230) Indian Higher Education Development

POST SECONDARY: FINANCES

231) State Indian Scholarships for Financing Post Secondary Educational Opportunities

232) Federal/State Financing of Post Secondary Education Facilities

233) Federal/State Financing Post Secondary Indian Educational Projects

234) Federal/State Financing Post Secondary Indian Staff for Existing Programs

235) Federal/State Financing of Post Secondary Transportation

236) Federal/State Financing of Indian Student Housing Facilities

RIGHTS AND RESPONSIBILITIES: INDIAN DUAL CITIZENSHIP RIGHTS

237) Treaty Rights: Guarantee to Educate Indian People/Reflected in State Indian Education Policies

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

MASTER CONTENT ANALYSIS CODE STRUCTURE

238) Treaty Rights: Guarantee to Fund (implied) Indian Education/Reflected in State Appropriations to Indian Education

239) Indian Citizenship Rights: Guarantee to Equal Educational Opportunities

240) State's Role In Indian Self-Determination Act/JOM

241) Indian Parents' Rights to Control Indian Education

242) Indian Parents' Rights to Form Indian Education Committees

243) Indian Students' Rights to Have Special Needs Met

RIGHTS AND RESPONSIBILITIES: DISCRIMINATION FACTORS

244) Discriminatory Incidents: Non-Indian Staff vs. Indian Students

245) Discriminatory Incidents: Non-Indian Student vs. Indian Students

246) Discriminatory Incidents: Non-Indian Staff vs. Indian Parents

247) Discriminatory Incidents: School Board/Administrators vs. Indian Parents-Community

RIGHTS AND RESPONSIBILITIES: DESEGREGATION

248) Effects of Forced Desegregation Or Indian Control Over Indian Education

249) Effects of Forced Desegregation On Overall Education of Indian Students

250) Effects of Forced Desegregation on Meeting the Special Needs of Indian Students

251) Effects of Forced Desegregation on Indian Curriculum Development

252) Effects of Voluntary Desegregation on Indian Control of Indian Education

253) Effects of Voluntary Desegregation on Overall Educational Opportunities of Indian Students

254) Effects of Voluntary Desegregation of Meeting the Special Needs of Indian Students

255) Effects of Voluntary Desegregation on Indian Curriculum Development

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01	0200	Dennis L. Sargeant	01000	04000	09200	1 a
	0201	Jacqueline C. Frederich	01000	03400	09200	1 a
	0012	Loretta Ellis	01000	08300	09100	3 a
		article "Anto Wicharti"				8 a
02	0202	(Missing)				
03	0055	Glynn Crooks	01000	07100	09100	3 a
	0054	Amy Stade	01000	04000	09100	5 a
	0057	Joan Columbus	01000	03500	09100	7 a
	0203	Iola Columbus	01000	07100	09200	8 a
	0064	Lucille Siemienewski	01000	07100	09100	11 a
	0041	James Rosasco	02000	03200	09100	13 a
	0037	Daniel Mjolness	02000	03100	09100	14 a
04	0204	Linda Oxendine	01000	07300	09200	1 a
	0205	Tribal Constituency-MCT	01000	07100	09200	3 a
	0206	Tribal Constituency-MCT	01000	07100	09200	3 a
	0207	Melvin Eagle	01000	07300	09200	18 a
	0740	Terry O'Brien	01000	03300	09100	19 a
	0076	Axel Holmes	02000	03100	09100	22 a
	0207	Cass Lake Alternative	01000	07000	09200	24 a

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04	0078	Joanne Donald	01000	03400	09100	27 a
	0079	Floyd Ballinger	01000	03100	09100	29 a
	0077	David Villebrun	01000	06000	09100	32 a
	0080	Robert Speed	01000	03500	09100	45 a
	0209	Donald Sandrom	02000	03100	09200	47 a
	0210	Douglas Sam	01000	08000	09200	49 a
	0066	Roberta Wind	01000	04000	09100	52 a
	0211	Donald Huesers	02000	03100	09200	55 a
		Course offerings				65 a
		Books				73 a
05	0212	June Wise	01000	03300 04000	09200	1 a
	0213	Bruce Sunde	01000	05000	09200	3 a
	0214	Rita Ray	01000	07300	09200	4 a
	0094	Les Northrup	01000	03400	09100	11 a
	0116	Tom Peacock	01000	03500	09100	14 a
	0215	Edna Sarce	01000	06000	09200	26 a
	0099	Clyue Atwood	01000	03400	09100	27 a
	0216	Mary Schwin	02000	03500	09200	28 a
	0217	Ruth Beaulieu	01000	04000	09200	30 a
	0218	Adrienne Bendix	02000	06000	09200	32 a

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05	0219	Russell Bryan	01000	07000	09200	33 a
	0091	Clara Kozlowski	01000	06000	09100	34 a
	0220	Eugene Zabinski	02000	03100	09200	36 a
	0096	Sylvester Gokee	01000	06000	09100	37 a
	0021	Dellin Bakkum	02000	03100	09200	38 a
	0222	Elizabeth Boyd	01000	04000	09200	39 a
	0223	Mabel Thompson	01000	03300	09200	42 a
	0024	Louise Raeti	01000	03400	09200	43 a
	0225	Lorrie Raeti	01000	05000	09200	44 a
	0226	Joyce Hughey	01000	06000	09200	45 a
	0227	R.T. Brownell	02000	03100	09200	46 a
	0228	Ernest Mustonen	02000	03100	09200	47 a
	0229	Jerome Rooney	02000	03100	09200	47 a
	0230	Odin Nystrom	02000	03100	09200	47 a
	0231	Carol Jean McDougall	01000	06000	09200	48 a
	0232	Caroline Anderson	01000	04000	09200	49 a
	0233	Beverly Skogin	01000	04000	09200	50 a
	0110	Barry Bissonett	02000	03100	09100	51 a
	0234	Mrs. Darrol Schmidt	01000	03400	09200	52 a

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05	0235	Carol Jo Husnik	01000	04000	09200	53 a
	0236	Elmer Salvog	01000	04000	09200	54 a
	0237	Bruce Stark	01000	04000	09200	54 a
	0238	John Slattery	02000	03100	09200	55 a
	0239	Rita Borlin	01000	04000	09200	56 a
	0240	Richard Hughey	01000	04000	09200	57 a
	0241	Brad Hughey	01000	05000	09200	58 a
	0242	Johanna Sam	01000	07000	09200	59 a
	0243	Eugene Sam	01000	07000	09200	60 a
	0244	Faron Chicag	01000	07000	09200	61 a
	0245	Phyllis Samm	01000	07000	09200	62 a
	0246	Mary Chicag	01000	07000	09200	63 a
	0247	Albertina Columbus	01000	07000	09200	64 a
	0248	Phyllis Boshey	01000	07000	09200	65 a
	0249	Dawn Norton	01000	07000	09200	66 a
	0250	Howard Pete	01000	07000	09200	67 a
	0251	Ellen Sam	01000	07000	09200	68 a
	0252	Gary Boshey	01000	07000	09200	69 a
	0253	Raymond Boshey	01000	07000	09200	70 a
	0254	Ted Wilson	01000	07000	09200	71 a
	0255	George Boshey	01000	07000	09200	72 a
	0256	Pastor Steven Dagen	01000	07000	09200	73 a
	0257	Myrna Horton	01000	07000	09200	74 a
	0258	Curtis Boshey	01000	07000	09200	75 a

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05	0259	Gloria Boshey	01000	07000	09200	76 a
	0260	Aunie Pete	01000	07000	09200	77 a
	0261	Jeffery Boshey	01000	07000	09200	78 a
	0262	Lillian Boshey	01000	07000	09200	79 a
	0263	Mal Pelkie	01000	07000	09200	80 a
	0264	Joseph Kratt	01000	07000	09200	81 a
	0265	Russell Columbus	01000	07000	09200	82 a
	0266	Thomas W. Sam, Jr.	01000	07000	09200	83 a
	0267	Robert Boshey	01000	07000	09200	84 a
	0105	Gerald Gagnon	01000	03400	09100	85 a
	0106	Manuel Pino	01000	06000	09100	87 a
	0107	Andre Legarde	01000	05000	09100	89 a
	0108	Bill Blackwell	01000	06000	09100	90 a
	0109	David Peterson	02000	03100	09100	92 a
	0268	Andrea Peterson	02000	03200	09200	95 a
	0269	Lorraine Oberg	02000	03100	09200	96 a
	0270	Mike Lind	01000	06000	09200	97 a
	0116	Tom Peacock	01000	03500	09100	80 a
	0271	Robert Powless	01000	03100	09200	100 a
	0098	William Houle	01000	07100	09100	106 a
	0272	Elizabeth Gurno	01000	07300	09200	108 a
	0120	David Martinson	01000	03400	09100	111 a
	0273	Renata Trotterchaude	01000	05000	09200	116 a
	0274	Sandra Shabiash	01000	07300	09200	117 a

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	0124	Linda Oxendine	01000	07300	09100	2 a
	0138	David Snetsinger	01000	06000	09100	12 a
	0125	Larry Kitto	01000	07300	09100	16 a
	0126	Larry Aitken	01000	07300	09100	27 a
	0127	Jerry Buckenaga	01000	07300	09100	33 a
	0275	Joyce Annette	01000	03100	09200	43 a
	0140	Ardyth McGradre	01000	03400	09100	46 a
	0141	Alan Larsen	01000	03100	09100	49 a
07	0147	Byron Graves	01000	03100	09100	1 a
	0146	Roger Jourdain	01000	07100	09100	11 a
						12 a
						3 a
	0276	Royce Graves	01000	07100	09200	12 a
						3 a
	0277	Alvin Oliver	01000	07100	09200	3 a
	0278	Joyce Oliver	01000	03100	09200	3 a
	0279	Verna E. Wood	01000	07300	09200	3 a
	0149	Judy Roy	01000	06000	09100	3 a
	0148	Celestine Mavs	02000	06000	09100	3 a
	0151	Sister Elizabeth Theis	02000	03100	09100	6 a
	0152	Joseph Reid	02000	06000	09100	15 a

FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES
(FROM HIGHEST TO LOWEST)

No. of Response	Item No.	Major Category	Item Name
56	166	TRAINING	Human Relations Training Programs Re: Indian Education
48	243	RIGHTS/RESPON- SIBILITIES	Indian Students' Rights To Have Special Needs Met
43	100	RESEARCH	Indian Public School Student Supportive Services: Counseling Programs
41	179	CURRICULUM	Indian Materials Devmt, Assessment, Dissemination - Public/Elemen./Secondary
41	241	RIGHTS/RESPON- SIBILITIES	Indian Parents' Rights To Control Indian Education
40	167	TRAINING	Indian Developed Human Relations Training Programs
38	244	RIGHTS/RESPON- SIBILITIES	Discriminatory Incidents: Non-Indian Staff vs Indian Students
37	145	COMMUNICATIONS	Staff/Indian Student Public Schools Communications
36	32	ADMINISTRATION	State Board of Education Admin. Policies Re: Indian Education
34	33	ADMINISTRATION	State Dept. of Education Admin. Policies/Prog. Re: Indian Education
33	146	COMMUNICATIONS	Staff/Indian Student/Indian Parent Public School Communications
32	59	RESEARCH	Indian Public School Enrollment/Drop-out Counts
31	69	RESEARCH	Non-Educational Factor: Social Exclusion
31	86	RESEARCH	Indian Public School Special Education Programs
30	47	ADMINISTRATION	Local Educational Agencies' Admin. Policies Re: Indian Education
30	113	FINANCES	Title IV Federal Financing of Public Indian Education
30	138	FINANCES	Tribal Financing of Public Indian Education
30	190	CURRICULUM	Total School Curriculum Priorities - Public/Non-Public

FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES
(FROM HIGHEST TO LOWEST)

Response	Item No.	Major Category	Item Name
	84	RESEARCH	Statewide Indian Achievement - Collection, Analysis , And Dissemination
	171	TRAINING	Staff Career Development Training Programs Re: Indian Education
	247	RIGHTS/RESPON- SIBILITIES	Discriminatory Incidents: State Board/Admin'ss. vs. Ind. Parents - Community
	48	ADMINISTRATION	Local Educ'l Agencies/Indian Educ. Committees Admin. Policies Re: Staff Selectn.
	49	ADMINISTRATION	Local Educ'l Agencies Admin. Policies Re: Classroom Management Procedures
	83	RESEARCH	Indian Public School Career Education Program
	96	RESEARCH	Indian Public School Student Supportive Servi'ss: Tutorial
	147	COMMUNICATIONS	Public School Admin./Indian Education Committee Communications
	120	FINANCES	State Spec. Education Financing of Indian Education
	157	COMMUNICATIONS	Local Board of Educ./Indian Communities' Communications
	12	LEGISLATION	Federal DHEW/OIE - Ind. Educ. Act/Title IV
	51	RESEARCH	Indian Non-Certified Public School Personnel Counts
	54	RESEARCH	SDE/LEA Fall Sight Student Counts
	124	FINANCES	Other State Funding Resources To Finance Indian Education
	189	CURRICULUM	Certification Guidelines Indian Professional/Non-Professional - Pub./Non-Pub.
	50	RESEARCH	Indian Certified Public School Personnel Counts
	92	RESEARCH	Indian Student Public School Extra-Curricular Activities Participation
	110	FINANCES	Johnson-O'Malley Federal Financing of Public Indian Education

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No. of Response	Item No.	Major Category	Item Name
19	130	FINANCES	Local Financing of Indian Education
19	173	TRAINING	Local School Board/Admin. Training Programs
19	237	RIGHTS/RESPON- SIBILITIES	Treaty Rights: Guarantee To Educate Indian People/Reflected in State Indian Education Policies
19	242	RIGHTS/RESPON- SIBILITIES	Indian Parents' Rights To Form Indian Education Committees
19	245	RIGHTS/RESPON- SIBILITIES	Discriminatory Incidents: Non-Indian Student vs Indian Students
18	172	TRAINING	Indian Parent Education Workshop
18	193	BILINGUAL/ BICULTURAL	Statewide Indian Bilingual/Bicultural Education Programs
17	61	RESEARCH	Indian Public School Attendance/Retention Counts
17	169	TRAINING	Undergraduate Educational Training Programs Re: Indian Education
17	239	RIGHTS/RESPON- SIBILITIES	Ind. Citizenship Rights: Guarantee To Equal Educational Opportunities
16	17	LEGISLATION	State Legislative Acts/Appropriations: Indian Education
16	35	ADMINISTRATION	State Alternative Education Admin. Policies/Prog. Re: Indian Education
16	148	COMMUNICATIONS	Public School Administration/Indian Communities Communications
16	185	CURRICULUM	State/Local Indian Materials Devmt., Assessment, Dissem'n. Public/Non-Public
16	188	CURRICULUM	Bicultural Indian Materials Devmt., Assessment, Dissem'n. Public/Non-Public
15	129	FINANCES	State Aids Financing of Non-Public Indian Education
15	149	COMMUNICATIONS	Local School Board/Admin./Indian Education Committee-Community Communications
15	160	COMMUNICATIONS	State Brd. Of Ed./Indian Communities' Communicaitons

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14	34	ADMINISTRATION	Board of Tchrs. Standards & Certificn. Admin. Guidelines Re: Ind. Education
14	116	FINANCES	Other Title Programs Financing of Public Indian Education
14	151	COMMUNICATIONS	St. Dept. of Educ./Indian Communities' Communications
14	174	TRAINING	Indian Student Training Programs
14	192	CURRICULUM	State Financing of Indian Curriculum Development - Public/Non-Public
14	249	RIGHTS/RESPON- SIBILITIES	Effects of Forced Deseg'n On Overall Education of Indian Students
13	67	RESEARCH	Non-Educational Factor: Economic Stability
13	150	COMMUNICATIONS	St. Dept. of Educ./Indian Educ. Committee Communications
13	170	TRAINING	Graduate Educational Training Programs Re: Indian Education
13	240	RIGHTS/RESPON- SIBILITIES	State's Role in Indian Self-Determination Effort/Johnson-O'Malley
12	76	RESEARCH	Non-Educational Factor: Social Services' Accessibility
12	168	TRAINING	Indian Curriculum Development & Use Training Programs
12	217	POST SECONDARY	Indian Vocational Education Programs
12	238	RIGHTS/RESPON- SIBILITIES	Treaty Rights: Guarantee To Fund Indian Education/Reflected in State Appropri- ations To Ind. Education
11	68	RESEARCH	Non-Educational Factor: Geographic Isolation
11	82	RESEARCH	Non-Educational Factor: Chemical Dependency & Drug Abuse Programs - Pub. School
11	90	RESEARCH	Indian Public School Work Study Programs
11	126	FINANCES	State Financing of Public Indian Alternative Educational Programs & Schools

FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES
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11	159	COMMUNICATIONS	St. Board of Educ./Indian Communities' Communications
11	183	CURRICULUM	Indian Staff Devmt., Assessment, Dissem'n - Non-Public/Elemen./Secondary
11	187	CURRICULUM	Bilingual Indian Materials Devmt., Assessment, Dissem'n. - Public/Non-Public
11	246	RIGHTS/RESPON- SIBILITIES	Discriminatory Incidents: Non-Indian Staff vs Indian Parents
10	18	LEGISLATION	State Bd. of Educ. Recommendations Re: Ind. Educ. Legislation
10	133	FINANCES	Private Sector Financing of Public Indian Education
10	191	CURRICULUM	Federal Financing of Indian Curriculum Development - Public/Non-Public
10	193	CURRICULUM	Local Financing of Indian Curriculum Devmt. - Public/ Non-Public
9	22	LEGISLATION	State Indian Professional/Non-Professional Certification Legislation
9	60	RESEARCH	Indian Non-Public School Enrollement/Drop-out Counts
9	79	RESEARCH	Non-Educational Factors: Juvenile Justice System Accessibility
9	104	RESEARCH	Alternative Educational Opportunities Available To Drop-outs/Push-outs: Juvenile System
9	122	FINANCES	State Council on Quality Education Financing of Indian Education Programs
9	175	CURRICULUM	Evaluate Existing Education Materials
8	23	LEGISLATION	State Bilingual/Bicultural Education Legislation
8	31	ADMINISTRATION	Federal/DOI/BLA Administrative Policies Re: Indian Education
8	85	RESEARCH	Indian Non-Public Alternative School Achievement Data Coll., Anal., Disem'n.
8	94	RESEARCH	Indian Public School Personnel Extra-Curricular Activities' Supervisors

FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES

(FROM HIGHEST TO LOWEST)

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8	92	RESEARCH	Indian Non-Public School Student Supportive Services: Tutorial
8	115	FINANCES	Title IV Federal Financing of Public Indian Alternative Educational Programs
8	129	FINANCES	State Aids Financing of Non-Public Indian Education
8	186	CURRICULUM	State/Regional Library - Multi-Media Ind. Mater. Devmt. Public/Non-Public
8	194	CURRICULUM	Private Financing of Indian Curriculum Development - Public/Non-Public
8	196	CURRICULUM	Financing of Indian Curriculum Devmt. Staff - Public/Non-Public
8	199	BILINGUAL/ BICULTURAL	LEA/Bilingual/Bicultural Education Programs
8	204	POST SECONDARY	Indian Adult Education Programs
8	233	POST SECONDARY	Federal/State Financing of Post Secondary Indian Education Projects
7	40	ADMINISTRATION	Urban Indian Public Educational Administrative Policies
7	65	RESEARCH	Indian Public School Detention/T truancy Counts
7	109	RESEARCH	Number of Indian Students' Referred by Juvenile Justice To Ind. Alt. Schools
7	114	FINANCES	Title IV Federal Financing of Non-Public Indian Alternative Schools
7	117	FINANCES	Other Federal Title Programs of Non-Public Indian Alternative Schools
7	121	FINANCES	State Title I Financing of Indian Education
7	123	FINANCES	State Indian Scholarships To Finance Indian Post Secondary Education
7	180	CURRICULUM	Ind. Materials Development, Assessment, Disem'n. - PostSecondary
7	195	CURRICULUM	Financing of Special Indian Curriculum Development Projects - Pub./Non-Pub.
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7	205	POST SECONDARY	Indian Basic Education Programs
7	226	POST SECONDARY	Indian Higher Education Recruitment Programs
6	28	ADMINISTRATION	Federal/Regional DHEW/OIE - Administrative Policies Re: Indian Education
6	36	ADMINISTRATION	Tribal Public Educational Administrative Policies/Programs
6	75	RESEARCH	Non-Educational Factor: Health Care Programs
6	103	RESEARCH	Alternative Educational Opportunities Available To Drop-outs, May Never Push-outs: Complete Educ.
6	108	RESEARCH	Juv. enile Justice System Referrals To Indian Alternative Non-Pub. Schools
6	111	FINANCES	Johnson-O'Malley Federal Financing of Non-Public Indian Alternative Schools
6	119	FINANCES	Federal Indian Scholarships To Finance Indian Post Secondary Education
6	125	FINANCES	State Financing of Non-Public Indian Alternative Schools & Programs
6	135	FINANCES	Private Sector Financing of Indian Non-Public Alternative Schools
6	158	COMMUNICATIONS	State Legislature/Indian Communities Communication
6	161	COMMUNICATIONS	U.S. Congress/Indian Communities Communications
6	177	CURRICULUM	Listing of Indian Curriculum Materials
6	178	CURRICULUM	Ongoing Evaluation of Educational Materials
6	219	POST SECONDARY	Indian Vocational Education Student Recruitment Programs
5	43	ADMINISTRATION	Urban Indian Non-Public Educational Administrative Policies Re: Certification
5	62	RESEARCH	Indian Non-Public School Attendance/Retention Counts
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5	74	RESEARCH	Non-Educational Factor: Housing Problems
5	80	RESEARCH	Non-Educational Factor: Library Services Accessibility
5	89	RESEARCH	Indian Non-Public School Career Education Programs
5	99	RESEARCH	Indian Non-Public School Student Supportive Services: Student Employment
5	101	RESEARCH	Indian Non-Public School Student Supportive Services: Counseling Programs
5	112	FINANCES	Johnson-O'Malley Federal Financing of Public Indian Alternative Educ'l Programs
5	127	FINANCES	State Financing of Indian Bilingual/Bicultural Education
5	131	FINANCES	Local Financing of Public Indian Alternative Educational Programs
5	134	FINANCES	Bush Foundation Financing of Public Indian Education
5	136	FINANCES	Private Sector Financing Of Public Indian Alternative Educ'l Programs
5	176	CURRICULUM	Statewide Indian Curriculum Guidelines
5	182	CURRICULUM	Indian Staff Devmt, Assessment, Disem'n. - Non-Public/Elementary/Secondary
5	201	BILINGUAL/ BICULTURAL	Urban Indian Bilingual/Bicultural Education Programs
5	202	BILINGUAL/ BICULTURAL	Indian Alternative Schols'Bilingual/Bicultural Education Programs
5	206	POST SECONDARY	Indian Functional Illiteracy Programs
5	225	POST SECONDARY	Indian Higher Education Staff Recruitment Programs
5	231	POST SECONDARY	State Indian Scholarships For Financing Post Secondary Educ'l Opportunities

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(FROM HIGHEST TO LOWEST)

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5	232	POST SECONDARY	Federal/State Finacing of Post Secondary Educational Facilities
5	248	RIGHTS/RESPON- SIBILITIES	Effects of Forced Desegreg'n. On Indian Control Over Indian Education
5	250	RIGHTS/RESPON- SIBILITIES	Effects of Forced Desegreg'n. On Meeting The Special Needs of Indian Students
4	13	LEGISLATION	Federal DHEW/OE - Other Title Programs
4	16	LEGISLATION	Federal Accountability
4	27	ADMINISTRATION	Federal/Regional/ DHEW/OE - Admin. Policy Re: Indian Education
4	30	ADMINISTRATION	Federal/Regional/DHEW/OEE - Admin. Policy Re: Indian Education
4	38	ADMINISTRATION	Tribal Educational Administrative Policies Re: Self-Determination
4	41	ADMINISTRATION	Urban Indian Non-Public Educational Administrative Policies
4	42	ADMINISTRATION	Urban Indian Public Educational Administrative Policies Re: Certification
4	58	RESEARCH	Non-Public Indian Alternative School Student Counts
4	102	RESEARCH	Alternative Educational Opportunities Available To ^{Drop-outs} Push-outs : G.E.D.
4	106	RESEARCH	Public School Referrals To Juvenile Justice System: Ind. Student Counts
4	107	RESEARCH	Educational Opportunities In Juvenile Justice System
4	118	FINANCES	Other Federal Title Programs Financing of Public Alter. Educ'l Programs
4	132	FINANCES	Local Financing of Non-Public Indian Alternative Schools
4	197	CURRICULUM	Financing of Indian Curriculum Devmt Training - Public/Non-Public
4	200	BILINGUAL/ BICULTURAL	Tribal Bilingual/Bicultural Education Programs

FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES
(FROM HIGHEST TO LOWEST)

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4	207	POST SECONDARY	Indian G.E.D. Programs
4	214	POST SECONDARY	Indian Functional Illiteracy Data
4	218	POST SECONDARY	Indian Vocational Education Staff Recruitment Programs
4	220	POST SECONDARY	Indian Vocational Education Student Placement Programs
4	234	POST SECONDARY	Federal/State Financing Post Secondary Indian Staff For Existing Programs
3	11	LEGISLATION	Federal DOI/BIA - Johnson-O'Malley/ Ind. Self-Determination Act
3	14	LEGISLATION	Federal DHEW/OCS - Bilingual Education
3	25	LEGISLATION	Tribal Public Indian Education Legislation
3	29	ADMINISTRATION	Federal/Regional DHEW/OCS - Admin. Policy Re: Indian Education
3	55	RESEARCH	LEA/ Parent A. C. Title IV Public School Student Count
3	57	RESEARCH	LEA/Parent A. C. Title IV Non-Public School Student Count
3	83	RESEARCH	Non-Educational Factor: Chemical Dependency & Drug Abuse Prog. Non-Pub. Sch.
3	105	RESEARCH	Alternative Educ'l Opportunities Available To Drop-outs, Push-Outs: Juvenile System
3	144	FINANCES	Tribal Scholarships To Finance Post Secondary Indian Education
3	152	COMMUNICATIONS	St. Dept. of Educ./Indian Non-Public Alternative School Communications
3	153	COMMUNICATIONS	Local Education Agency/Indian Non-Public Alternative School Communications
3	164	COMMUNICATIONS	Department of Health, Education & Welfare - Office of Indian Education/Indian Communications
3	184	COMMUNICATIONS	National Indian Materials Development, Assessment, Dissemination - Non-Public

FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES
(FROM HIGHEST TO LOWEST)

No. of Response	Item No.	Major Category	Item Name
3	222	POST SECONDARY	Indian Vocational Education Student Counts
3	224	POST SECONDARY	Indian Higher Education Programs, i.e. Indian Studies
3	227	POST SECONDARY	Indian Higher Education Student Counts
2	20	LEGISLATION	State Indian Vocational - Rehabilitative Legislation
2	26	LEGISLATION	Tribal Non-Public Indian Alternative Education Legislation
2	37	ADMINISTRATION	Tribal Non-Public Educational Administrative Policies/Programs
2	44	ADMINISTRATION	Urban Indian Public Educational Administrative Policies Re: Self Determination
2	45	ADMINISTRATION	Urban Indian Non-Public Educational Administrative Policies Re: Self Determination
2	46	ADMINISTRATION	National Indian Education Agencies/Organizations Administrative Policies Re: Indian Education
2	52	RESEARCH	Indian Certified Non-Public School Personnel Counts
2	63	RESEARCH	Indian Public School Suspension/Expulsion Counts
2	70	RESEARCH	Non-Educational Factor: Public Day Care Programs
2	73	RESEARCH	Non-Educational Factor: Non-Public School Transportation
2	77	RESEARCH	Non-Educational Factor: Recreational Facilities Accessibility
2	81	RESEARCH	Non-Educational Factor: Security (Police/Fire Protection) Programs
2	93	RESEARCH	Indian Student Non-Public School Extra-Curricular Activities Participation
2	143	FINANCES	Tribal Financing of Public Bilingual/Bicultural Alternative Educ'l Programs
2	154	COMMUNICATION	Staff/Indian Student Non-Public School Communications

00213

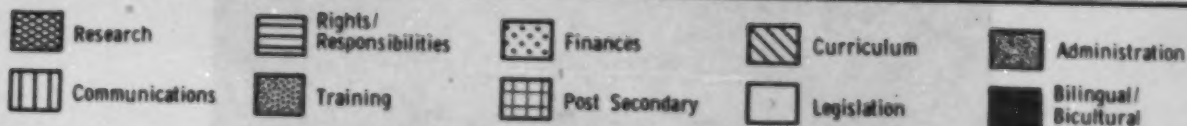
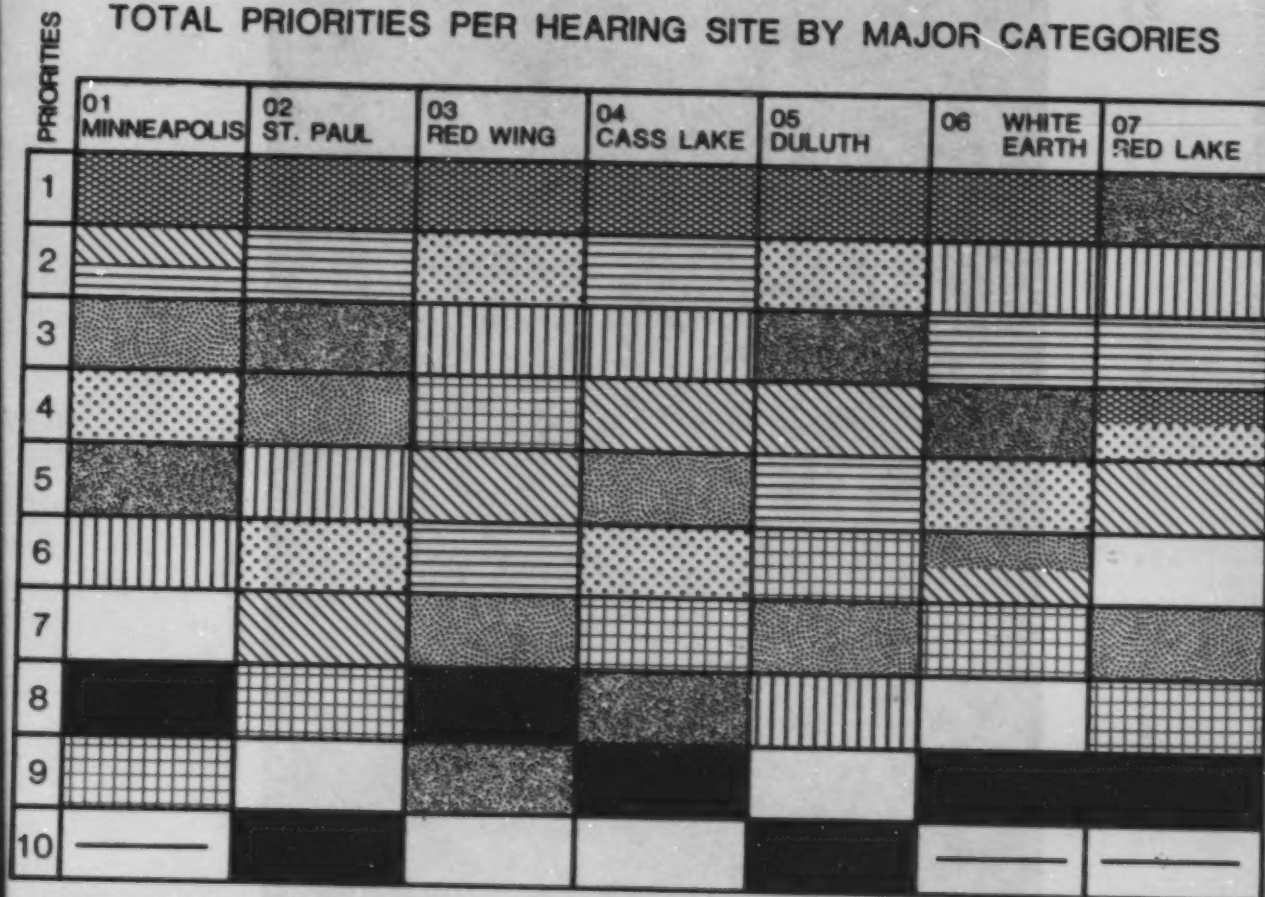
FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES
(FROM HIGHEST TO LOWEST)

No. of Response	Item No.	Major Category	Item Name
2	155	COMMUNICATIONS	Staff/Indian Student/Indian Parents Non-Public School Communications
2	156	COMMUNICATIONS	DHEW/OCR - Indian Education Community Communications
2	162	COMMUNICATIONS	Department of Interior - Bureau of Indian Affairs/ Indian Communities' Communication
2	163	COMMUNICATIONS	Department of HEW. - Office of Education/Indian Communities' Communication
2	165	COMMUNICATIONS	Department of HEW - Office of Civil Rights/Indian Communities' Communication
2	203	POST SECONDARY	Indian Community Education Programs
2	216	POST SECONDARY	Indian G.E.D. Staff Counts
2	228	POST SECONDARY	Indian Higher Education Staff Counts
2	229	POST SECONDARY	Indian Higher Education Student Placement Programs
2	251	RIGHTS & RESPONSIBILITIES	Effects of Forced Desegregation on Indian Curriculum Development
2	253	RIGHTS & RESPONSIBILITIES	Effects of Voluntary Desegregation on Overall Educ'l Opportunities of Indian Students
2	254	RIGHTS & RESPONSIBILITIES	Effects of Voluntary Desegregation of Meeting Special Needs of Indian Students
1	12	LEGISLATION	Federal DHEW/OIE-LEA/Title IV
1	15	LEGISLATION	Federal AIPRC Task Force: Indian Education
1	39	ADMINISTRATION	Tribal Educational Administrative Policies Re: Certification
1	64	RESEARCH	Indian Non-Public School Suspension/Expulsion Counts
1	66	RESEARCH	Indian Public School Alternative Educational Programs Student Counts
1	71	RESEARCH	Non-Educational Factor: Non-Public Day Care Programs

FREQUENCIES OF RESPONSES PER MAJOR CATEGORIES BY ITEM NAMES
(FROM HIGHEST TO LOWEST)

No. of Response	Item No.	Major Category	Item Name
1	78	RESEARCH	Non-Educational Factor: Youth-Oriented Organizations
1	91	RESEARCH	Indian Non-Public School Work Study Programs
1	95	RESEARCH	Indian Non-Public School Personnel Extra-Curricular Activities' Supervisors
1	137	FINANCES	Bush Foundation Financing of Non-Public Indian Education
1	138	FINANCES	Tribal Financing of Public Indian Education
1	139	FINANCES	Tribal Financing of Non-Public Indian Educational Schools
1	141	FINANCES	Tribal Financing of Public Bilingual/Bicultural Education
1	142	FINANCES	Tribal Financing of Non-Public Bilingual/Bicultural Alternative Schools
1	210	POST SECONDARY	Indian Adult Education Student Counts
1	221	POST SECONDARY	Indian Vocational Education Curriculum Development
1	230	POST SECONDARY	Indian Higher Education Development
1	235	POST SECONDARY	Federal/State Financing of Post Secondary Transportation
1	236	POST SECONDARY	Federal/State Financing of Indian Student Housing Facilities
1	252	RIGHTS & RESPONSIBILITIES	Effects of Voluntary Desegregation on Indian Control of Indian Education

TOTAL PRIORITIES PER HEARING SITE BY MAJOR CATEGORIES



MINNESOTA INDIAN EDUCATION HEARINGS REPORT

PRIORITIES PER MAJOR CATEGORIES AS INDICATED BY TOTAL NUMBER OF RESPONSES

Priorities	Major Categories	Total # of Responses
1	Research	540
2	Rights/Responsibilities	293
3	Finances	280
4	Curriculum	262
5	Administration	242
6	Communications	232
7	Training	214
8	Post-Secondary	112
9	Legislation	78
10	Bilingual/Bicultural	40

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

01 - MINNEAPOLIS

SUMMARY OF DATA BY RACES 1 AND 2

PER OCCUPATION AND TYPE OF TESTIMONY

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 1 AND RACE EQ 2)

INTEGER-OCCUP (30,83 TYPE (90,95)

8

OCCUP

CODE

```

31  I
    ***** ( 1)
    I
    I
33  I
    ***** ( 1)
    I
    I
60  I
    ***** ( 2)
    I
    I
80  I
    ***** ( 1)
    I
    I
    I.....I.....I.....I.....I.....I.....I
    0          2          4          6          8          10
    FREQUENCY
    
```

VALID CASES

5

MISSING CASES

0

TYPE

CODE

```

90  I
    ***** ( 5)
    I
    I
    I.....I.....I.....I.....I.....I.....I
    0          2          4          6          8          10
    FREQUENCY
    
```

VALID CASES

5

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 1 AND RACE EQ 1)
 INTEGER=OCCUP (30,83) TYPE (90,95)
 8

OCCUP

CODE

```

    I
31 ***** ( 2)
    I
    I
32 ***** ( 1)
    I
    I
33 ***** ( 1)
    I
    I
35 ***** ( 6)
    I
    I
40 ***** ( 4)
    I
    I
50 ***** ( 3)
    I
    I
60 ***** ( 5)
    I
    I
83 ***** ( 2)
    I
    I
    I.....I.....I.....I.....I.....I
    0          2          4          6          8          10
    FREQUENCY
    
```

VALID CASES 24 MISSING CASES 0

TYPE

CODE

```

    I
90 ***** ( 21)
    I
    I
91 ** ( 1)
    I
    I
92 *** ( 2)
    I
    I
    I.....I.....I.....I.....I.....I
    0          10         20         30         40         50
    FREQUENCY
    
```

VALID CASES 24 MISSING CASES 0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 1 AND TYPE EQ 90)

INTEGER=OCCUP (30,83)

8

OCCUP

CODE

31	I ***** (3)
32	I I ***** (1)
33	I I ***** (2)
35	I I ***** (6)
40	I I ***** (2)
50	I I ***** (3)
60	I I ***** (7)
80	I I ***** (1)
83	I I ***** (1)
	I I I.....I.....I.....I.....I.....I.....I n 2 4 6 8 10
	FREQUENCY

VALID CASES

26

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 1 AND TYPE EQ 91)

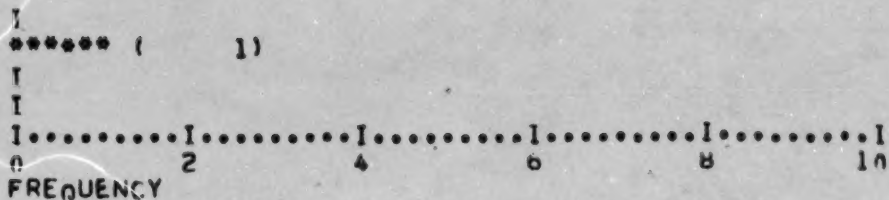
INTEGER=OCCUP (30,83)

8

OCCUP

CODE

83



VALID CASES

1

MISSING CASES

0

(SITE EQ 1 AND TYPE EQ 92)

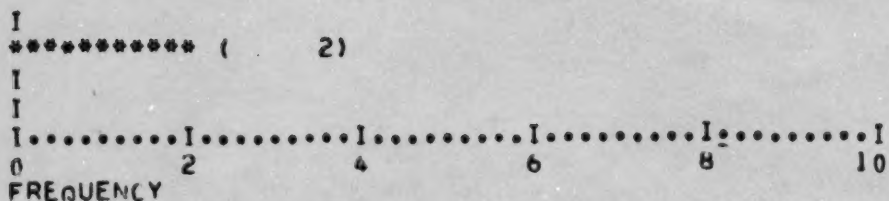
INTEGER=OCCUP (30,83)

8

OCCUP

CODE

40



VALID CASES

2

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

02 - ST. PAUL

SUMMARY OF DATA BY RACES 1 AND 2

PER OCCUPATION AND TYPE OF TESTIMONY

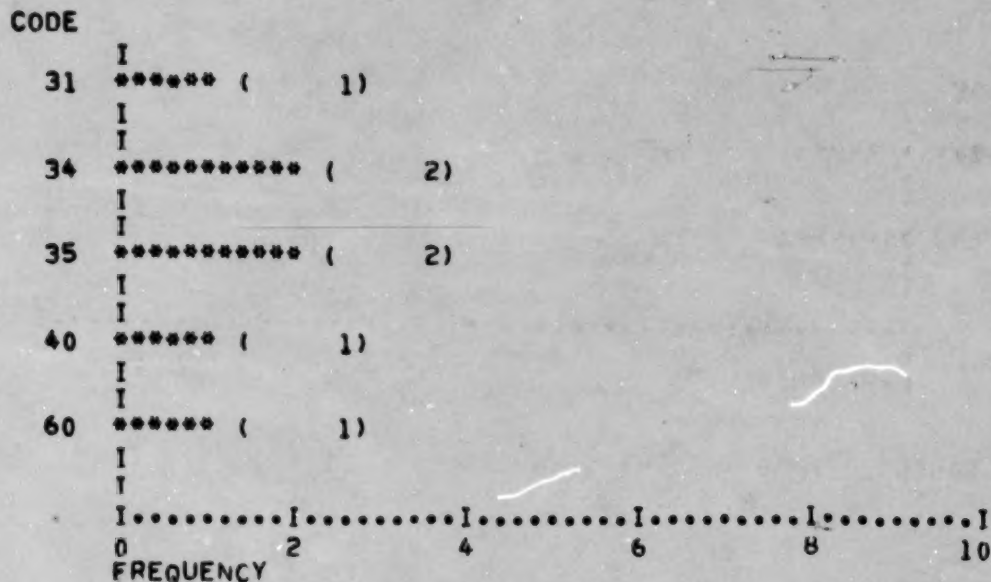
223

212

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

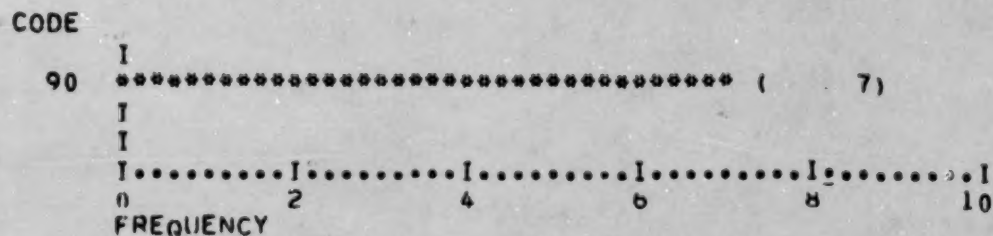
(SITE EQ 2 AND RACE EQ 1)
 INTEGER=OCCUP (30,83) TYPE (90,95)
 8

OCCUP



VALID CASES 7 MISSING CASES 0

TYPE



VALID CASES 7 MISSING CASES 0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

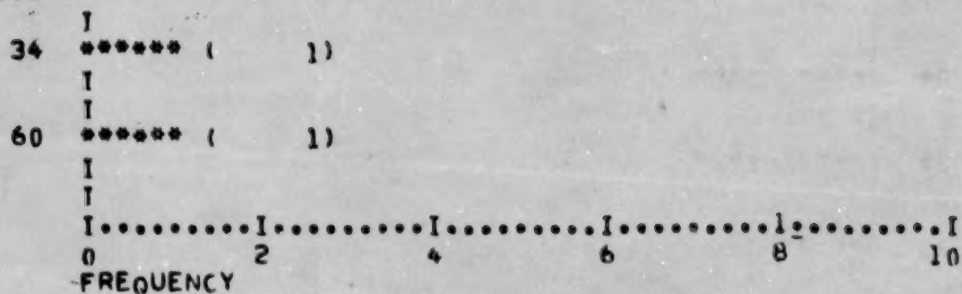
(SITE EQ 2 AND RACE EQ 2)

INTEGER=OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE



VALID CASES

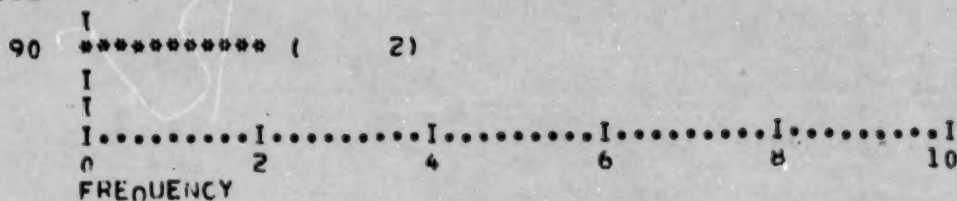
2

MISSING CASES

0

TYPE

CODE



VALID CASES

2

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

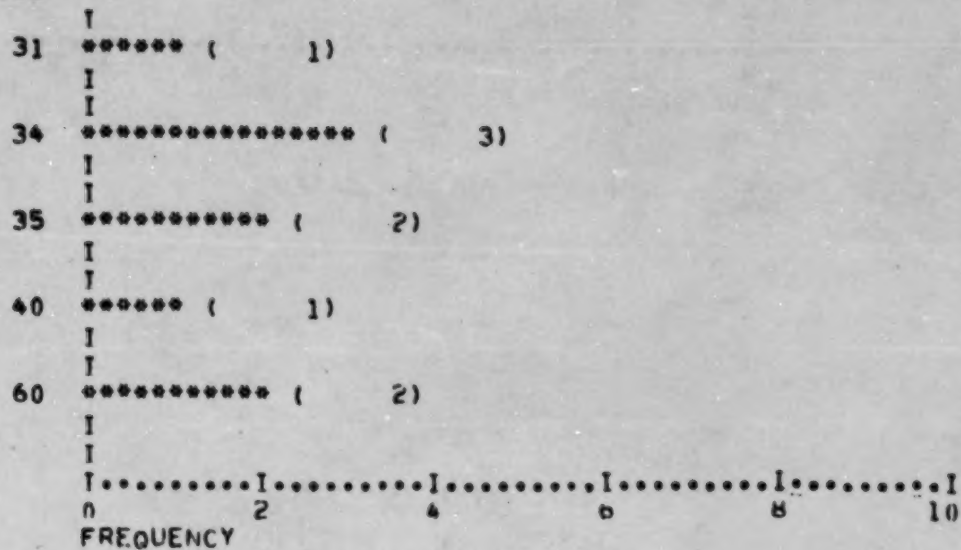
(SITE EQ 2 AND TYPE EQ 90)

INTEGER-OCCUP (30,83)

8

OCCUP

CODE



VALID CASES

9

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 2 AND TYPE EQ 91)

INTEGER-OCCUP (30,83)

8

OCCUP

CODE

I
I.....I.....I.....I.....I.....I.....I
0 2 4 6 8 10
FREQUENCY

VALID CASES

0

MISSING CASES

0

(SITE EQ 2 AND TYPE EQ 92)

INTEGER-OCCUP (30,83)

8

OCCUP

CODE

I
I.....I.....I.....I.....I.....I.....I
0 2 4 6 8 10
FREQUENCY

VALID CASES

0

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

03 - RED WING

SUMMARY OF DATA BY RACES 1 AND 2

PER OCCUPATION AND TYPE OF TESTIMONY

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

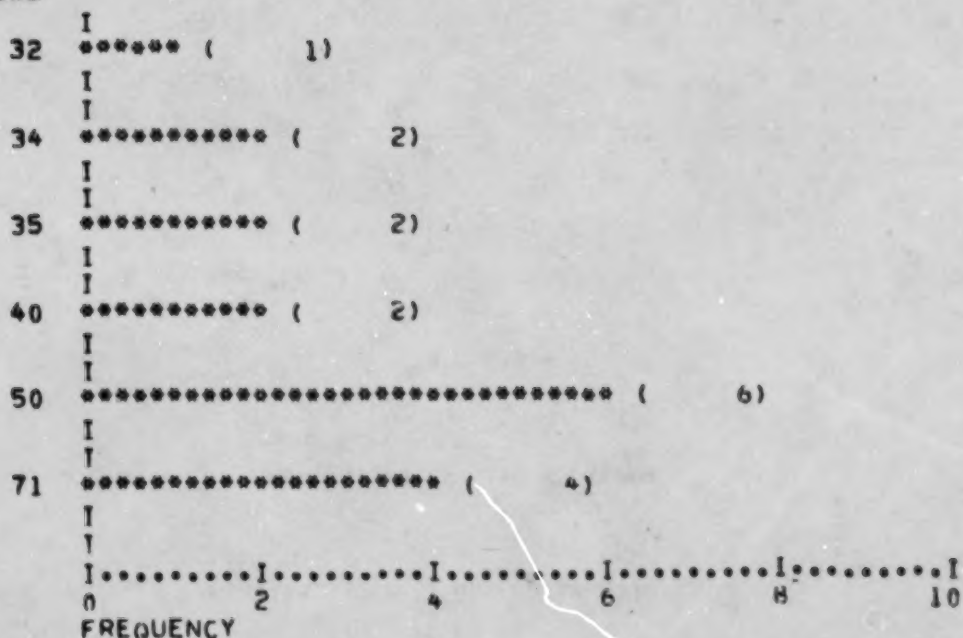
(SITE EQ 3 AND RACE EQ 1)

INTEGER=OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE



VALID CASES

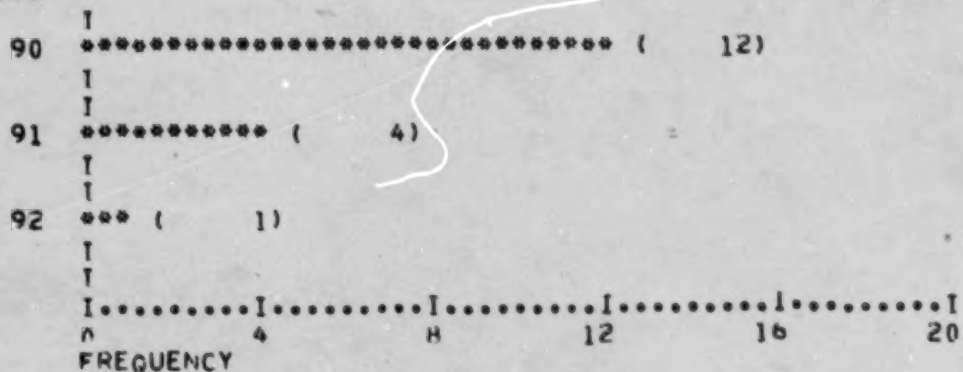
17

MISSING CASES

0

TYPE

CODE



VALID CASES

17

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

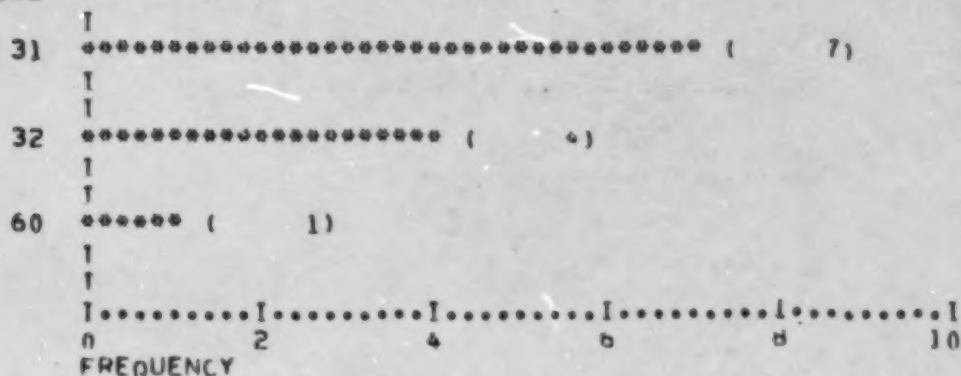
(SITE EQ 3 AND RACE EQ 2)

INTEGER-OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE



VALID CASES

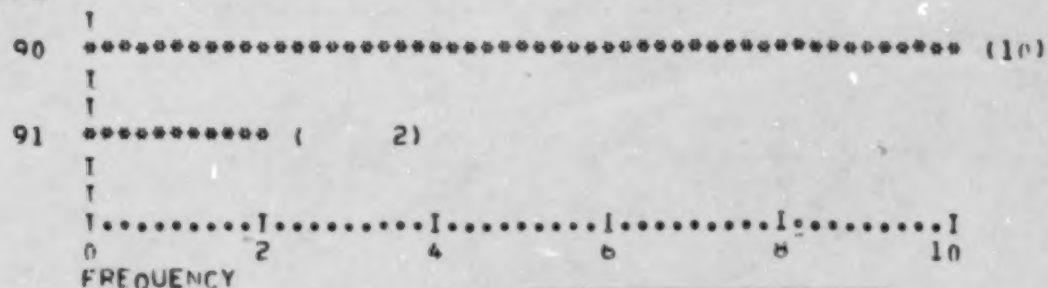
12

MISSING CASES

0

TYPE

CODE



VALID CASES

12

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

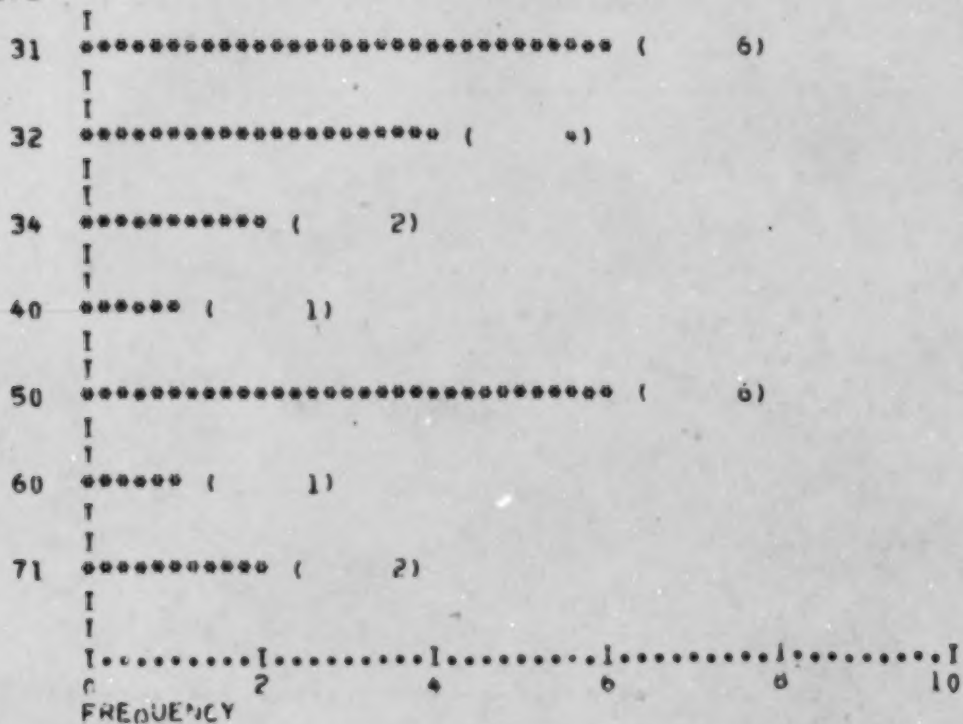
(SITE EQ 3 AND TYPE EQ 90)

INTEGER-OCCUP (30,83)

8

OCCUP

CODE



VALID CASES

22

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

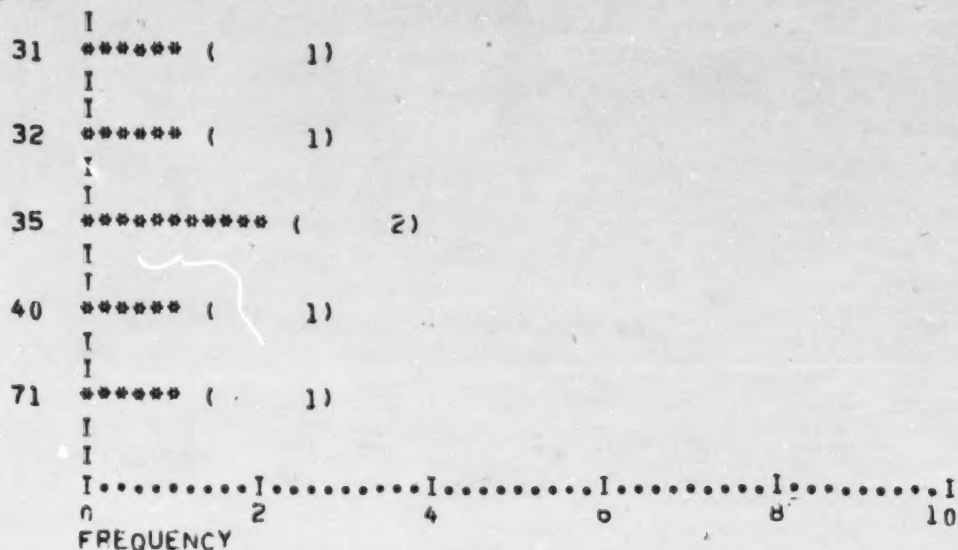
(SITE EQ 3 AND TYPE EQ 91)

INTEGER-OCCUP (30,83)

8

OCCUP

CODE



VALID CASES

6

MISSING CASES

0

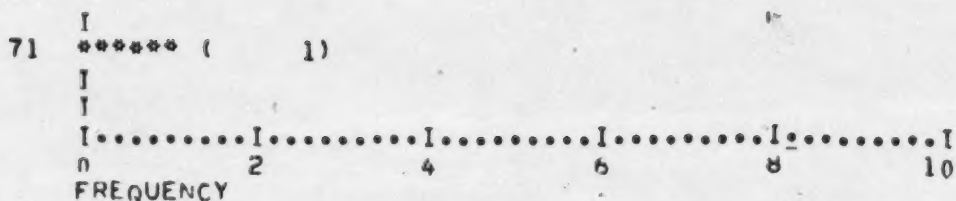
(SITE EQ 3 AND TYPE EQ 91)

INTEGER-OCCUP (30,83)

* 8

OCCUP

CODE



VALID CASES

1

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

04 - CASS LAKE (ONEGUM)

SUMMARY OF DATA BY RACES 1 AND 2

PER OCCUPATION AND TYPE OF TESTIMONY

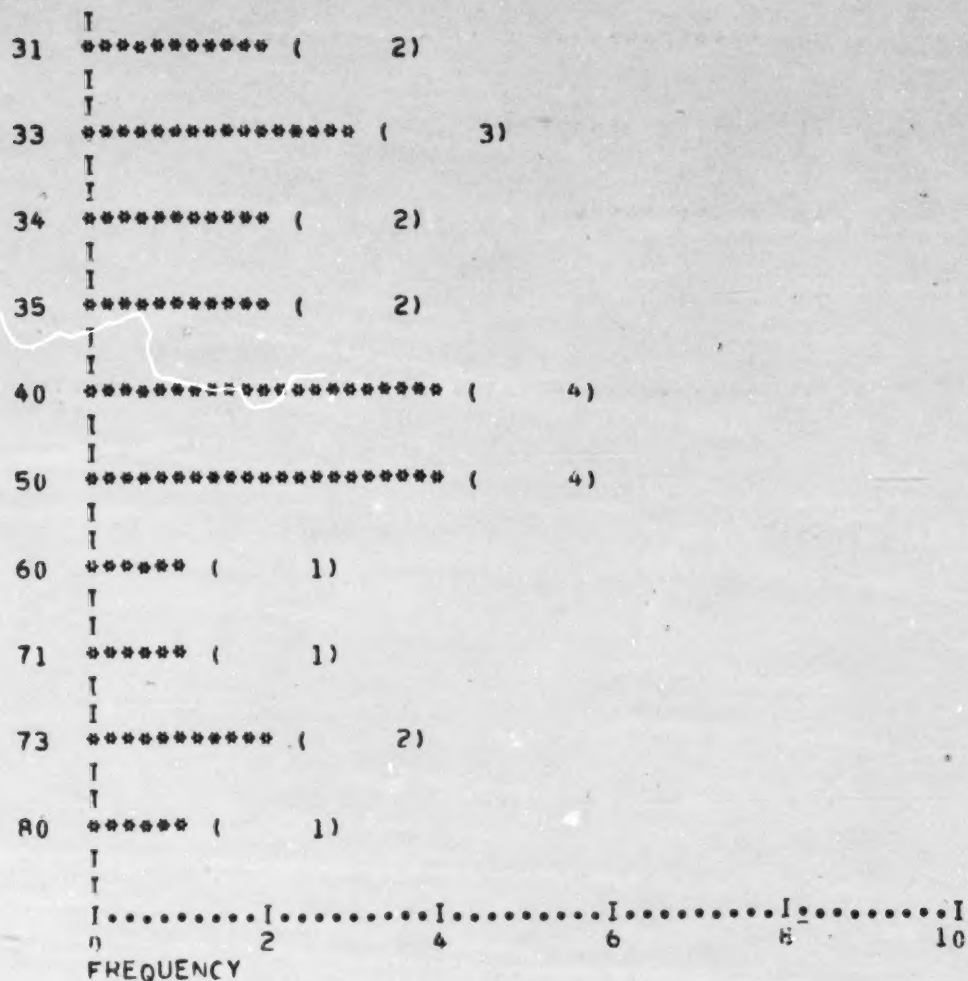
MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 4 AND RACE EQ 1)
 INTEGER = OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE



VALID CASES

22

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

CONT. SITE 4 - No. 1

TYPE

CODE		
90	I ***** (12)	
91	I I ***** (5)	
92	I I ***** (4)	
93	I I *** (1)	
	I I.....I.....I.....I.....I.....I.....I	
	0 4 8 12 16 20	
	FREQUENCY	

VALID CASES

22

MISSING CASES

0

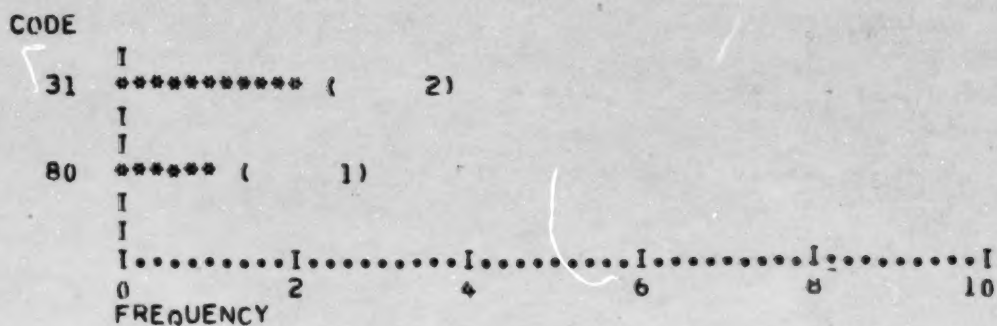
MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 4 AND RACE EQ 2)

INTEGER = OCCUP (30,83) TYPE (90,95)

8

OCCUP



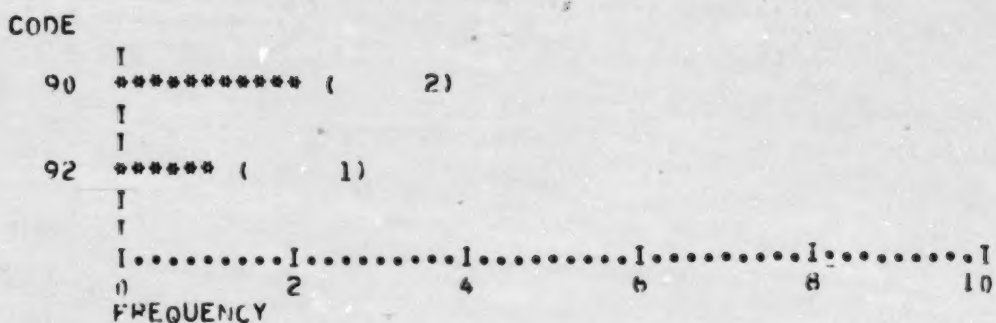
VALID CASES

3

MISSING CASES

0

TYPE



VALID CASES

3

MISSING CASES

0

(SITE EQ 4 AND TYPE EQ 90)
INTEGER = OCCUP (30,83)
8

CODE

```

31 ***** ( 1)
I
I
I
33 ***** ( 2)
I
I
34 ***** ( 1)
I
I
35 ***** ( 2)
I
I
40 ***** ( 3)
I
I
50 ***** ( 4)
I
I
80 ***** ( 1)
I
I
I.....I.....I.....I.....I.....I.....I.....I
0          2          4          6          8          10
FREQUENCY

```

VALID CASES	14	MISSING CASES	0
-------------	----	---------------	---

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

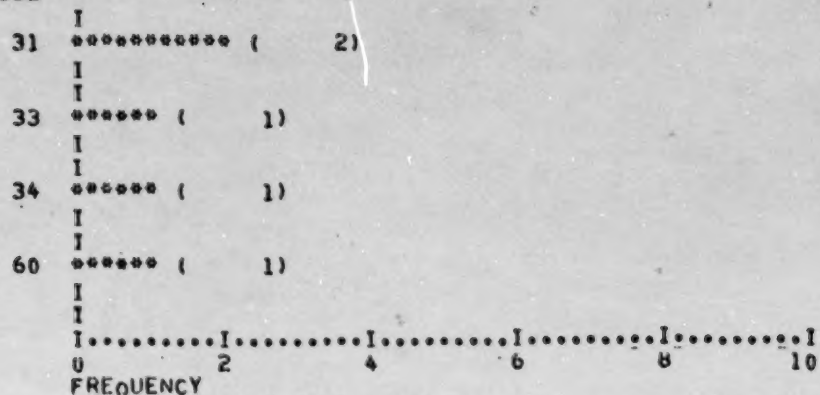
(SITE EQ 4 AND TYPE EQ 91)

INTEGER = OCCUP (30,83)

8

OCCUP

CODE



VALID CASES

5

MISSING CASES

0

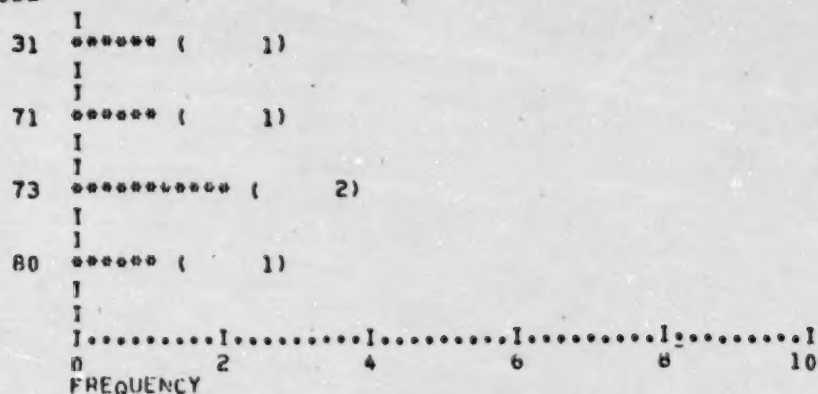
(SITE EQ 4 AND TYPE EQ 92)

INTEGER = OCCUP (30,83)

8

OCCUP

CODE



VALID CASES

5

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

05 - DULUTH

SUMMARY OF DATA BY RACES 1 AND 2

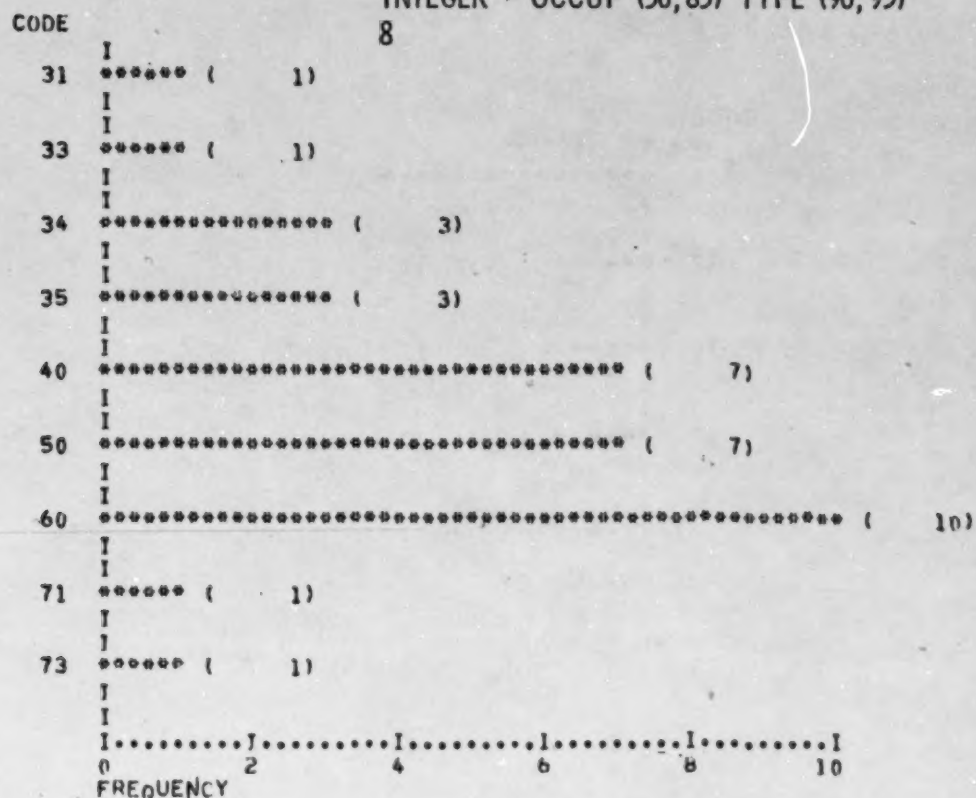
PER OCCUPATION AND TYPE OF TESTIMONY

239

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

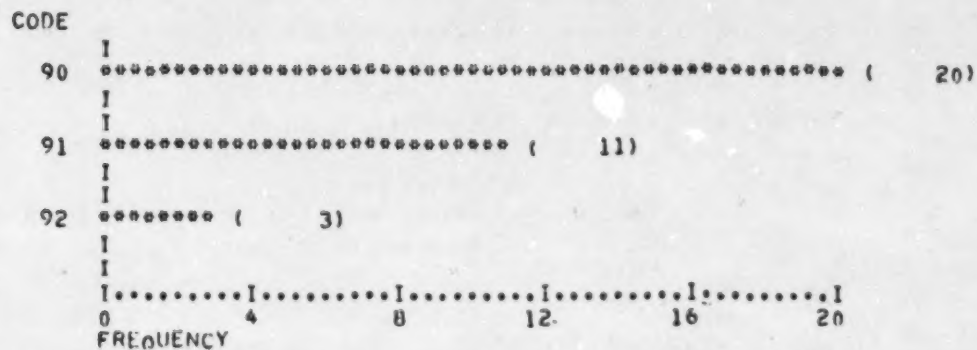
OCCUP

(SITE EQ 5 AND RACE EQ 1)
INTEGER = OCCUP (30,83) TYPE (90,95)
8



VALID CASES 34 MISSING CASES 0

TYPE



VALID CASES 34 MISSING CASES 0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 5 AND RACE EQ 2)

INTEGER = OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE

```

31  I
    ***** (      3)
    I
    I
32  ***** (      1)
    I
    I
34  ***** (      1)
    I
    I
35  ***** (      1)
    I
    I
    I.....I.....I.....I.....I.....I.....I
    C          2          4          6          8          10
    FREQUENCY
  
```

VALID CASES

6

MISSING CASES

0

TYPE

CODE

```

90  I
    ***** (      3)
    I
    I
91  ***** (      3)
    I
    I
    I.....I.....I.....I.....I.....I.....I
    0          2          4          6          8          10
    FREQUENCY
  
```

VALID CASES

6

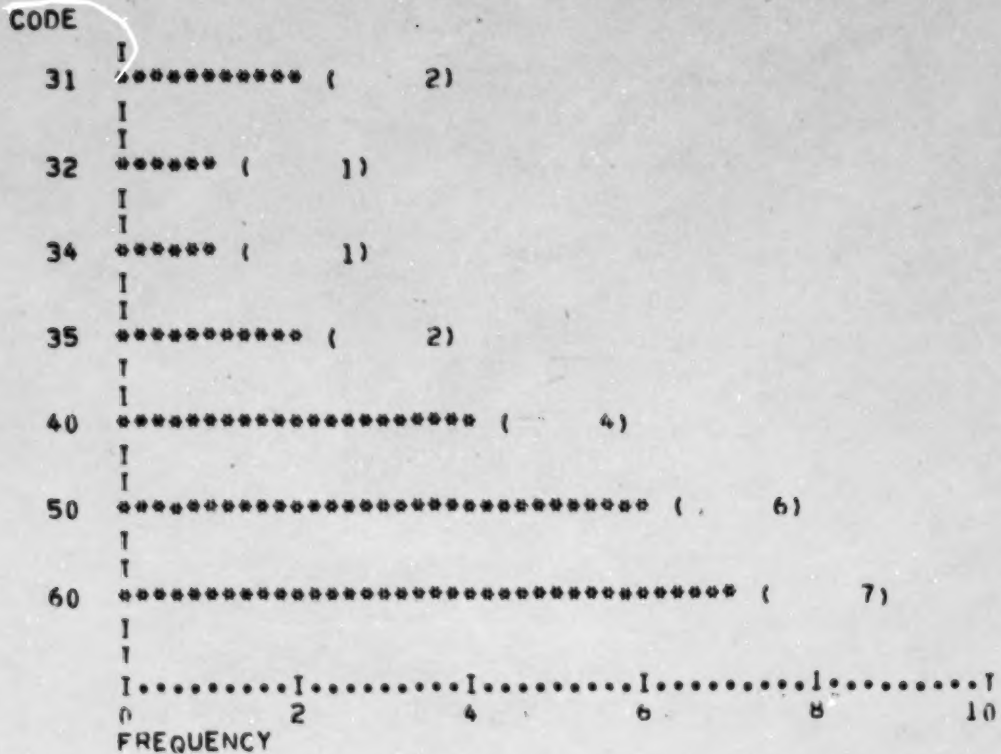
MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 5 AND TYPE EQ 90)
 INTEGER-OCCUP (30,83)
 8

OCCUP



VALID CASES 23 MISSING CASES 0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

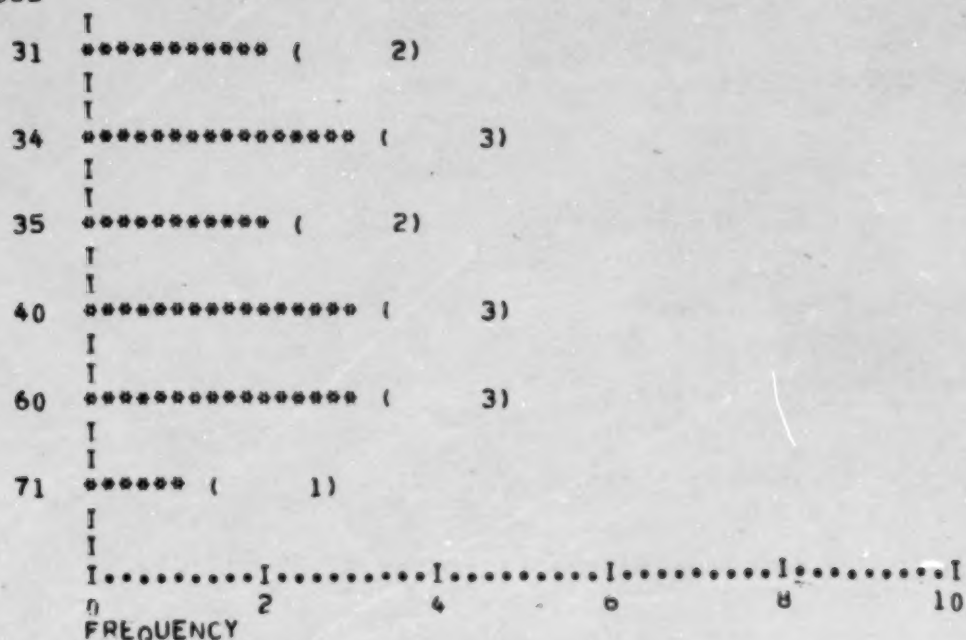
(SITE EQ 5 AND TYPE EQ 91)

OCCUP

INTEGER = OCCUP (30,83)

8

CODE



VALID CASES

14

MISSING CASES

0

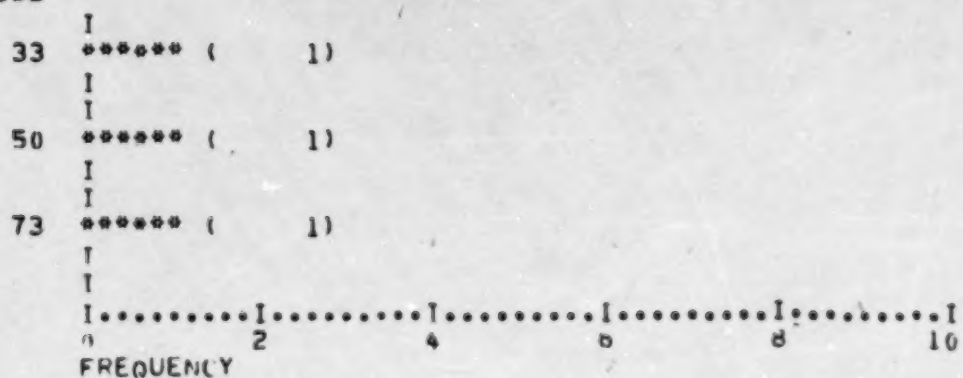
(SITE EQ 5 AND TYPE EQ 92)

OCCUP

INTEGER = OCCUP (30,83)

8

CODE



VALID CASES

3

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

06 - WHITE EARTH

SUMMARY OF DATA BY RACES 1 AND 2

PER OCCUPATION AND TYPE OF TESTIMONY

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

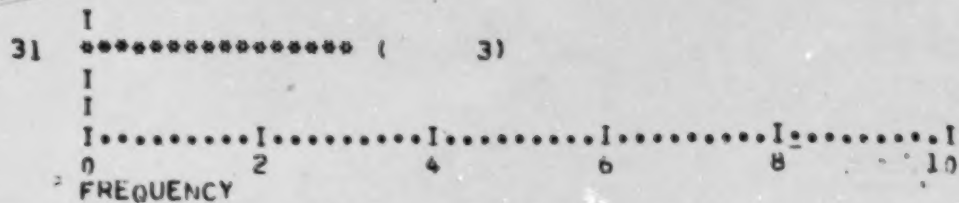
(SITE EQ 6 AND RACE EQ 2)

INTEGER = OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE



VALID CASES

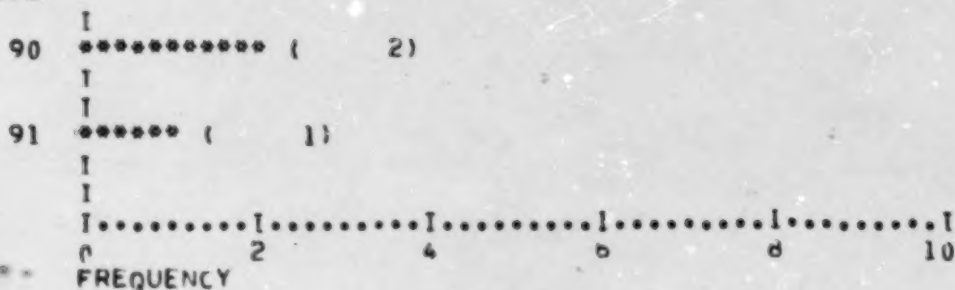
3

MISSING CASES

0

TYPE

CODE



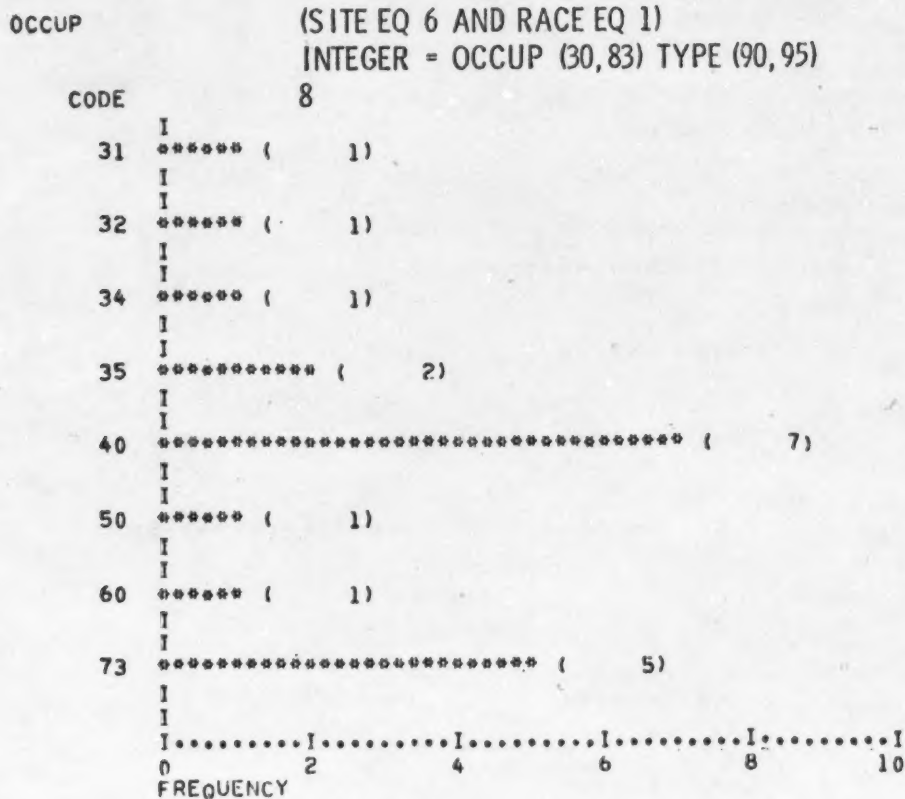
VALID CASES

3

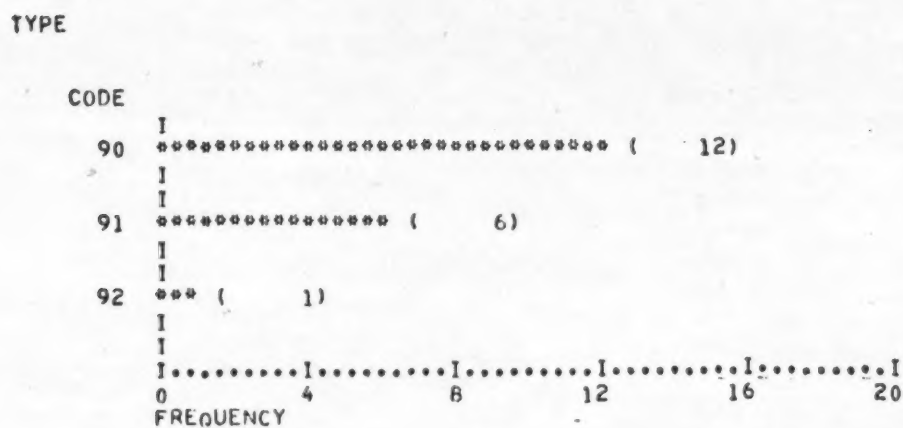
MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT



VALID CASES 19 MISSING CASES 0



VALID CASES 19 MISSING CASES 0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 6 AND TYPE EQ 90)

INTEGER = OCCUP (30,83)

8

OCCUP

CODE

```

      I
31  ***** (      2)
      I
      I
32  ***** (      1)
      I
      I
35  ***** (      1)
      I
      I
40  ***** (      7)
      I
      I
50  ***** (      1)
      I
      I
60  ***** (      1)
      I
      I
73  ***** (      1)
      I
      I
      I.....I.....I.....I.....I.....I.....I
      ^          2          4          6          8          10
      FREQUENCY
  
```

VALID CASES

14

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 6 AND TYPE EQ 91)
 INTEGER-OCCUP (30,83)

8

OCCUP

CODE

31	I ***** (1)
34	I I ***** (1)
35	I I ***** (1)
73	I I ***** (4)
	I I I.....I.....I.....I.....I.....I
	0 2 4 6 8 10
	FREQUENCY

VALID CASES

7

MISSING CASES

0

(SITE EQ 6 AND TYPE EQ 92)
 INTEGER-OCCUP (30,83)

8

OCCUP

CODE

31	I ***** (1)
	I I I.....I.....I.....I.....I.....I
	0 2 4 6 8 10
	FREQUENCY

VALID CASES

1

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

07 - RED LAKE

SUMMARY OF DATA BY RACES 1 AND 2

PER OCCUPATION AND TYPE OF TESTIMONY

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

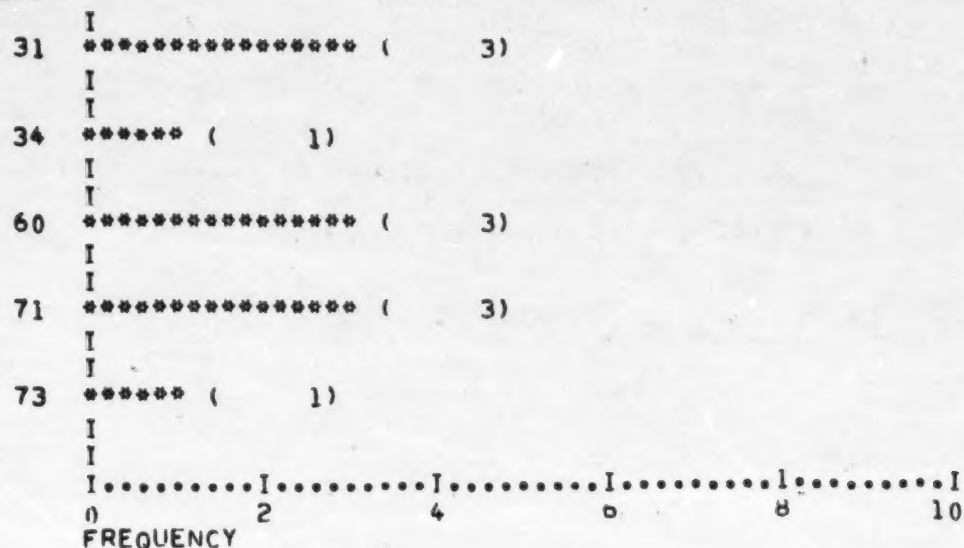
(SITE EQ 7 AND RACE EQ 1)

INTEGER = OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE



VALID CASES

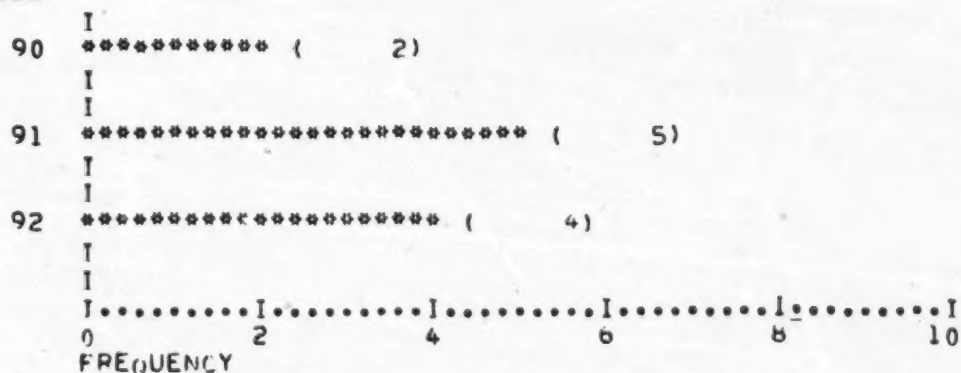
11

MISSING CASES

0

TYPE

CODE



VALID CASES

11

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 7 AND RACE EQ 2)

INTEGER = OCCUP (30,83) TYPE (90,95)

8

OCCUP

CODE

```

60 ***** ( 2)
I
I
I.....I.....I.....I.....I.....I
0          2          4          6          8          10
FREQUENCY
    
```

VALID CASES

2

MISSING CASES

0

TYPE

CODE

```

91 ***** ( 2)
I
I
I.....I.....I.....I.....I.....I
0          2          4          6          8          10
FREQUENCY
    
```

VALID CASES

2

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 7 AND TYPE EQ 90)

INTEGER = OCCUP (30,83)

8

OCCUP

CODE

```

I
60 ***** (      2)
I
I
I.....I.....I.....I.....I.....I.....I
n          2          4          6          8          10
FREQUENCY
    
```

VALID CASES

2

MISSING CASES

0

(SITE EQ 7 AND TYPE EQ 91)

INTEGER = OCCUP (30,83)

8

OCCUP

CODE

```

I
31 ***** (      2)
I
I
34 ***** (      1)
I
I
60 ***** (      3)
I
I
71 ***** (      1)
I
I
I.....I.....I.....I.....I.....I.....I
n          2          4          6          8          10
FREQUENCY
    
```

VALID CASES

7

MISSING CASES

0

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

(SITE EQ 7 AND TYPE EQ 92)

INTEGER = OCCUP (30,83)

8

OCCUP

CODE

```

      I
31  ***** (      1)
      I
      I
71  ***** (      2)
      I
      I
73  ***** (      1)
      I
      I
      I.....I.....I.....I.....I.....I.....I
      0          2          4          6          8          10
      FREQUENCY
  
```

VALID CASES

4

MISSING CASES

0